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ABSTRACT

To review the effectiveness of federal and state government funded programs in the Chicago public school system, this study analyzed data collected during the 1983-84 and 1984-85 school years to determine whether the positions funded from these programs were located to meet the specific needs of students. Researchers collected data identifying the location of positions (by program). Information was additionally gathered from board of education documents and from individual school and district level sources on poverty, reading scores, students with limited English proficiency, and racial composition. An analysis yields the following findings: (1) the programs are located throughout the school system as expected; (2) enrichment positions are distributed according to low income, but not race; (3) bilingual positions are concentrated in schools with substantial numbers of students with limited English proficiency, not necessarily among Hispanic students; (4) early childhood positions are not as concentrated in poverty areas as expected; (5) locations of vocational education and special education positions are not related to either race or poverty; and (6) staffing has comparable levels of contact personnel in classrooms, but fewer teachers and more teaching aides are utilized. An appendix provides 26 pages of data interpretation. (CJH)

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WHO GETS EXTRA STAFF?

A Review of Government Funded Programs

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May, 1986

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EXECUTIVE SUMMARY

This is a study of the staffing of Government Funded programs in the Chicago Public School system during two recent school years--1983-1984 and 1984-1985. Last year, Government Funded Program monies comprised \$147 million of the Board of Education's \$1.6 billion budget. Government Funded Programs are "categorical" programs, funded by the Federal Government and the State of Illinois to expressly serve specific groups of school children. These funds are, in other words, committed to serve children with special needs--most notably, students from low income families, those with limited English proficiency, and disadvantaged preschool children: they also provide some services to students in Vocational Education and Special Education.

These Government Funded Programs are programmed and administered by a single bureau within the Chicago Board of Education (named appropriately, "Government Funded Programs"). It is the responsibility of this bureau to implement these programs in ways that conform to the expressed instructions of the Federal Government and the State of Illinois.

The programs provided by Government Funded Programs have been grouped into six basic groups or types of programs: Enrichment, Bilingual Education, Special Education, Early Childhood, Vocational Education, and Administration. It is important to stress that Government Funded Programs represent only *part* (but an important one) of the Chicago Public School System's programs for Enrichment/compensatory education, Bilingual Education, Special Education, Early Childhood programs, or Vocational Education. These categorical programs are also provided staff and educational materials from the General Educational Fund of the Chicago Public Schools.

A central objective of this study is to determine whether the positions funded from these programs were located in the schools to meet the specific needs of students in those schools. Data was collected identifying where Government Funded positions (by program) were located in the 1984-1985 school year, and from published Board documents, information on poverty, reading scores, students with limited English proficiency, and racial composition. This information was collected at both the individual school and district level. An analysis of this information yielded the following findings:

1. Given existing definitions of needs, Government Funded Programs are located throughout the school system as expected. Specifically, enrichment positions are concentrated in schools where poverty is also concentrated; and Bilingual Education positions are located primarily where there are large numbers of limited English proficiency students.
2. Enrichment positions from Government Funded Programs are distributed according to low income, but not race.

3. Bilingual positions are concentrated in schools where there are substantial numbers of students with limited English proficiency, not necessarily where there are Hispanic students.
4. Early Childhood positions are not as heavily concentrated in poverty areas as expected. In many schools throughout the city, there are preschool children who qualify and need these kinds of programs, but frequently there is inadequate space available in neighborhood schools to offer this kind of program.
5. The locations of Vocational Education and Special Education positions are not related to either race or poverty.
6. Staffing of Government Funded Programs has comparable levels of contact personnel in the classrooms, but utilized fewer teachers and higher numbers of teaching aides than regular Board educational programs.

These findings indicate that Government Funded Programs are being administered according to present policy definitions. However, some questions remain about the effect of these definitions, as well as whether the programs help students overcome their educational disadvantages. This study recommends that further research be conducted to address these questions

FINDINGS

I. GIVEN EXISTING DEFINITIONS OF NEEDS, GOVERNMENT FUNDED POSITIONS ARE LOCATED THROUGHOUT THE SCHOOL SYSTEM AS EXPECTED.

Government Funded Programs provide numerous and varied specialized instruction to children in the Chicago Public School System. These programs are geared to serve the needs of specific groups of students--most importantly students from low income families, those with limited English proficiency, children requiring special education, and disadvantaged pre-school children. Analysis of the data collected for this study confirms that Government Funded programs are administered to serve the needs of students as intended in these individual programs: enrichment positions are concentrated in low income schools, bilingual and bicultural positions in schools with high numbers of limited English proficiency children, while other programs such as special education and vocational education are widely distributed in the school system. However, there are a few schools with a high number of low income students which have no Government Funded positions.

II. ENRICHMENT POSITIONS FROM GOVERNMENT FUNDED PROGRAMS ARE DISTRIBUTED ACCORDING TO LOW INCOME, BUT NOT RACE.

Among the largest and most important Government Funded programs is the Chapter I program that supports teachers, other personnel, and supplies for instruction that supplements the regular curriculum of the city's public schools. These programs are targeted to children from low income families. Positions funded from the Chapter I program are located in schools situated in communities with high levels of poverty. Chapter I positions are not however distributed in any identifiable way with the racial composition of schools: the location of Chapter I positions are not significantly associated with the number of White, Black, or Hispanic students in the schools.

III. BILINGUAL POSITIONS ARE CONCENTRATED IN SCHOOLS WHERE THERE ARE SUBSTANTIAL NUMBERS OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY, NOT NECESSARILY WHERE THERE ARE HISPANIC STUDENTS.

Bilingual and bicultural education is taught in twenty languages in the Chicago Public School System. Bilingual positions are located in schools where there are considerable numbers of students with limited English proficiency. While Bilingual education in Spanish is the largest such Bilingual Education program, only a third of all Hispanic students require Bilingual instruction. The analysis of the data collected for this study confirms that the distribution of Bilingual Government Funded positions are correlated to the percent of limited English proficiency in a school, but only weakly associated with the percent Hispanic in a school.

IV. EARLY CHILDHOOD POSITIONS ARE NOT AS HEAVILY CONCENTRATED IN POVERTY AREAS AS EXPECTED.

Early Childhood programs--Head Start and the Child Parent Centers--are explicitly targeted to serve pre-school children from families that have incomes under the poverty level. Many positions funded under these programs are located in schools which, according to the measure of low income used by the Chicago Public Schools (and in this study), do not exhibit high levels of low income families. This finding occurs for three reasons. First, in some schools where there is an obvious need for these pre-school programs, there is not sufficient space to house one or both of these programs. Second, the need for these pre-school programs is greater than the resources available to the Board of Education to meet these needs. Both of these problems should be investigated for better solutions. Third, the measure of need for these pre-school programs is low family income, while the measure of the number of low income students used in this study is the number of Chapter I students which is a school based measure.

V. THE LOCATIONS OF VOCATIONAL EDUCATION AND SPECIAL EDUCATION PROGRAMS ARE NOT RELATED TO RACE OR POVERTY.

The analysis of Government Funded positions in this study confirms that neither vocational education nor Special Education positions are related to the racial composition of the individual schools in which these programs are located, nor are they related to the measure of the level of poverty in these schools. However, the data collected for this study can only appropriately analyze the location of vocational education and Special Education positions against the total student population of the schools in which these positions are located and are not specific about the students enrolled in these programs. This data cannot be used to assess the issue of Special Education classification of students by race.

VI. STAFFING OF GOVERNMENT FUNDED PROGRAMS HAS COMPARABLE LEVELS OF CONTACT PERSONNEL IN THE CLASSROOMS, BUT UTILIZES FEWER TEACHERS AND HIGHER NUMBERS OF TEACHING AIDES.

The staffing of Government Funded programs is somewhat different than that of the general educational fund of the Chicago Board of Education. The level of administrative staff in the Government Funded programs is comparable to other programs offered by the Chicago Public School system. While the proportion of Government Funded staff that is in direct contact with students is similar to other programs in the Chicago Public Schools, the relative number of teachers, educational support staff, and aides is different. Government Funded programs utilize much lower numbers of educational support staff, but a much greater proportion of aides, as compared to the staff supported by the general educational fund. Among staff not in direct contact with students, Government Funded programs, however, fund more administrators and clerical personnel and fewer maintenance staff than the education fund.

RECOMMENDATION

STUDIES SHOULD BE CONDUCTED TO DETERMINE THE ADEQUACY OF THE CURRENT DEFINITION OF POVERTY AND THE EFFECTIVENESS OF THE ACHIEVEMENT ORIENTED PROGRAMS IN OFFSETTING THE EDUCATIONAL DISADVANTAGE OF TARGETED PUPILS.

There is no long list of recommendations which have emanated from this program review of Government Funded Staff Positions. Given the existing policy definitions at the federal, state, and local levels, these programs appear to locate staff as designed. However, there are unanswered questions which could not be addressed by this study.

The first is whether the definition of poverty currently employed by the Board of Education adequately targets extra educational assistance to the students who are most economically disadvantaged. This issue is beyond the scope of a program review, but should be studied further, with staffing simulations run on the basis of alternative approaches to defining poverty.

The second question, also beyond the scope of this study, is whether the programs targeted for the most disadvantaged students are being effective in helping these students to overcome their educational disadvantage. The achievement oriented programs, particularly the enrichment, early childhood, and bilingual programs, all should be examined for educational effectiveness. The Chicago Panel recommends that studies be undertaken to answer both of these questions.

WHO GETS EXTRA STAFF?

A Review of Government Funded Programs

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May, 1986

I. DESCRIPTION OF GOVERNMENT FUNDED PROGRAMS

Government Funded Programs cover a wide range of programs supplied to students in the Chicago Public Schools. These programs, which are the subject of this report, are "categorical" programs funded by the Federal and State of Illinois governments. They are categorical because they provide targeted educational programs to specific student populations, for example, those students requiring Special Education. The programs analyzed in this study are administered by a single bureau within the Chicago Board of Education (named appropriately "Government Funded Programs") which is solely responsible for the planning, programming, and implementation of these special programs funded by the Federal Government and the State of Illinois. What is important to stress is that these categorical programs represent only a portion of educational programs provided by the Chicago Board of Education for students requiring Enrichment, Bilingual, Early Childhood, Special Education, or Vocational Education programs. In Chicago, additional staffing and other educational resources for these kinds of programs are also provided through other programs and revenues. Generally, Government Funded programs are targeted to certain types of students for numerous and varying reasons. For instance, Government Funded Programs provide the staffing and other resources (such as supplies or equipment) for vocational training, special education, bilingual education, and many remedial programs. There are literally dozens of programs administered by the Board of Education under the title of Government Funded Programs. In fact, these programs can be grouped into six categories. These are: enrichment programs, bilingual and bicultural education, early childhood programs, special education, vocational education and administrative positions supported by these funds.

TABLE 1: COMPARISON OF GOVERNMENT FUNDED POSITIONS BY PROGRAM AND TYPE OF POSITION, 1983-1984 AND 1984-1985 SCHOOL YEARS

	ENRICHMENT PROGRAMS	BILINGUAL EDUCATION	EARLY CHILDHOOD	SPECIAL EDUCATION	VOCATIONAL EDUCATION	ADMINISTRATION	TOTALS
1984-1985 SCHOOL YEAR							
Teachers	1,031.7	393.0	278.5	299.6	39.5	64.0	2,106.4
Educational Support	38.0	0.0	33.0	158.0	1.0	0.0	230.0
Aides	405.5	192.1	249.0	251.2	47.0	6.0	1,150.8
Others **	428.0	83.0	103.0	175.0	35.0	157.0	982.0
TOTALS	1,903.2	668.1	663.5	894.8	122.5	227.0	4,479.2
1983-1984 SCHOOL YEAR							
Teachers	959.0	402.0	292.5	225.0	191.0	44.0	2,114.5
Educational Support	31.0	9.0	25.0	113.0	0.0	0.0	178.0
Aides	434.0	197.0	254.0	152.0	44.0	4.0	1,095.0
Others **	401.0	55.3	71.3	196.0	42.5	139.9	905.0
TOTALS	1,825.0	663.3	642.8	597.0	277.5	187.9	4,293.5

** Administrators, Technical, Clerical/Lunchroom, and Operatives

To get a better grasp of these programs, it is best to briefly discuss each of these general categories of Government Funded Programs. Table I provides a breakdown of these Government Funded programs by program and staffing for each of the two years examined in this report. In each case, it is important to identify the largest and most important programs, identify the types of students that are targeted for these programs, and describe how the Board administers these programs. Government Funded programs provided 4,479 positions in the 1984-1985 school year and nearly 4,300 positions in the previous year. The categorical programs (Enrichment, Bilingual, and Early Childhood) which are specifically targeted to needs of particular students are the among the largest of the Government Funded programs. For the 1984-1985 school year, which is examined in detail in this report, Enrichment programs provided over 1900 positions, most of them filled by teachers and other educational staff who have direct contact with students. Bilingual and Early Childhood positions totaled nearly 675 positions each for the same year. Special Education positions constitute a large share of all Government positions as well. The overall staffing provided in these Government Funded programs is essentially stable between the two years. Total staffing has increased because positions have increased in all but one program. The one exception is Vocational Education which dropped from 277.5 positions in the 1983-1984 school year to 122.6 positions in the 1984-1985 school year. This occurred because a large number of Vocation Education teachers were supported by Community Development Block Grant funds provided from the city of Chicago in the 1984 school year. Most of these positions were funded from the general education fund in the 1984-1985 school year, and hence do not show up on Government Funded programs.

ENRICHMENT. Enrichment programs are the largest of the Government Funded programs. In the 1984-1985 school year, \$76.2 million was budgeted for these enrichment programs. The most important educational program in this category is Chapter I funding from the federal government administered through the Illinois State Board of Education. This program is specifically targeted to children from low income families. Most schools in the Chicago Public School system are eligible for Chapter I funding. Eligibility is determined according to the level of poverty measured in that school's service area. The formula used to measure poverty is based on three factors all weighted equally: poverty level from census data, number of families receiving Aid to Families with Dependent Children (AFDC), and the number of children receiving free lunches. The enrichment programs are listed in Table 1A which also provides data on the number of positions in each of these programs.

The Chapter I program is a categorical program that is targeted for schools in low income areas, but specifically targeted for students in these schools who are working below grade level. The Chapter I program is not simply a source of resources for education in poor areas in the city. Rather Chapter I is a program where the level of funding is determined by the level of poverty in the community in which a specific school is located. The school puts together an educational program which identifies students that are achieving below normal, and uses Chapter I resources to "supplement" the regular course of instruction to these students. For a school to receive

Chapter I funding, it is necessary for the principal to put together an application and submit this to the central office of the Board. In this application, the school designs its own program from an approved list, detailing what type of educational instruction will be utilized as well as the staffing, equipment, and supplies requirements of this Chapter I program. This is called the "Local School Compensatory Educational Design". Chapter I programs, it is important to add, provide additional instruction that is designed to bring students up to average academic achievement. The Chapter I program in the school is to supplement, but not to supplant, regular instruction.

TABLE 1A: ENRICHMENT PROGRAMS AND STAFFING, 1984-1985 SCHOOL YEAR

ENRICHMENT PROGRAMS	STUDENT CONTACT PERSONNEL				NON-CONTACT		ADJUSTED TOTAL
	TEACHERS	ED SUPP	AIDES	OTHER	TOTAL	VACANCIES	
Pull-out Approach	494.5		198.0	21.0	713.5	15.0	729.5
Adult Education	35.0		8.0	13.0	57.0	3.0	50.0
Parents Too Soon				1.0	1.0		1.0
Self-Contained Approach	354.0		131.5	18.0	503.5	6.5	510.0
Truant Alternative Program				4.8	4.8		4.8
Gifted Programs		16.0		18.0	34.0	3.0	37.0
Support Services	25.5	14.0	2.0	270.5	312.0	8.5	320.5
H.S. Renaissance	98.0		25.0	25.5	148.5	9.5	158.0
Desegregation	1.2	7.0		44.2	52.4	5.0	57.4
Follow Thru	10.0		18.0	4.0	32.0	1.0	33.0
Family Guidance	4.0	1.0		1.0	6.0		6.0
Incentive Program	8.5		23.0	7.0	38.5	3.0	41.5
TOTAL ENRICHMENT PROGRAMS	1,031.7	38.0	405.5	428.0	1,903.2	55.5	1,958.7

The kinds of programs provided under this local school educational design include combinations of the following: "Self Contained" and "Pull out" approaches, support services, and staff development. The "Self Contained" approach involves placing the Chapter I students into one classroom, and providing additional resources, teaching aides, and supplies to this one class. If there are sufficient numbers of Chapter I students, one standard sized class may be split in two so that there are two smaller classes, in which students will receive extra instruction. In this case, the Chapter I teacher could take one class and the Board funded teacher another. The net effect is to use limited numbers of Chapter I positions to increase the number of smaller "self contained" classes where students are provided supplementary instruction. "Pull out" is another approach in which Chapter I students receive one or two periods a day of special instruction, usually in small groups, from a Chapter I funded teacher. The Chapter I teacher serves several such small groups of Chapter I students, providing them with additional instruction that supplements the regular course of study. Chapter I funding can also provide resource staff to assist the

Chapter I teacher, including teacher aides who can be assigned to either the principal of the school or to the Chapter I teacher. These aides can perform a wide variety of roles such as maintaining files on Chapter I students, assisting in the preparation of classroom instruction, and other school duties. Lastly, all Chapter I teachers are required to participate in the ongoing staff training for Chapter I personnel. This includes preparation of curriculum, development of program, and meetings with district staff and teacher's aides.

BILINGUAL/BICULTURAL EDUCATION. Bilingual and Bicultural Education constitutes the third largest of the Government Funded Programs in the Chicago Public System. Nearly 700 Bilingual positions were staffed in the 1985 school year, and \$14 million was spent in that year for Bilingual Education. Since 1972, when all school systems in the state were required to provide bilingual education for students with limited English proficiency, the bilingual education program has steadily grown. In Chicago, bilingual education is provided in 20 languages. Staffing requirements for Bilingual positions are based on a calculation of the number of students who require bilingual education in each school. There are two actual formulas: one for state funded bilingual positions and another for Board funded positions. Essentially, the combination of the formulas works out to one bilingual teaching position for every 20 bilingual students. In theory, the programs are determined strictly by the need of the students enrolled. However, student assessments may be manipulated to assure enough pupils to generate bilingual staff positions. Information on the bilingual programs supported by Government Funded revenues is provided in Table 1B.

TABLE 1B: BILINGUAL PROGRAMS AND STAFFING, 1984-1985 SCHOOL YEAR

BILINGUAL PROGRAMS	STUDENT CONTACT PERSONNEL				NON-CONTACT			
	TEACHERS	ED SUPP	AIDES	OTHER	TOTAL	VACANCIES	ADJUSTED TOTAL	
TESOL Senn	5.0		6.0	1.0	13.0		13.0	
Native American Project					0.0	5.0	5.0	
Bilingual Etc.	2.0		17.0	31.0	50.0	5.0	55.0	
Refugee Trans Program	4.0		10.0	4.0	18.0		18.0	
Inter'l/Multicul Heritage				5.0	5.0	3.0	8.0	
State Bilingual	381.0		159.1	42.0	582.1	22.5	604.6	
TOTAL BILINGUAL PROGRAMS	393.0	0.0	192.1	83.0	668.1	37.5	705.6	

EARLY CHILDHOOD PROGRAMS. Government Funded programs for pre-school children are the Head Start program and Child Parent Centers. In the 1984-1985 school year, the Chicago Public Schools budgeted 17.9 million for these programs. The Head Start program began in Chicago in 1965 with programs in just five schools in the city. By the 1985 school year, the Head Start program was located in 118 separate schools throughout the public school system. The Head Start program is targeted for children (aged 3 to 5) from

families that have incomes under the official poverty level. Head Start is a half day program to provide the opportunities of preschool education to children from poverty backgrounds. In each school where Head Start is located, at least forty (20 in the morning and 20 in the afternoon) preschool children from families with below poverty income must be enrolled. Eligibility is determined by the income of the family of each individual child. Guidelines for eligibility are determined by the Department of Health and Human Services of the federal government. Eligibility is not determined, as in Chapter I funding, from a composite measure of low income in the community in which the school is located.

The other early childhood program is the Child Parent Centers. This program, funded under Chapter I and following its guidelines, is also targeted for preschool children from families with below poverty incomes. Additionally, however, children entering this program are tested for educational development. Only those children testing below normal will be placed in the Child Parent Center program. This program is designed to provide additional instruction to poor children to enable them to enter kindergarten and first grade on an educational achievement level comparable with other children. The Child Parent Centers require the participation of the parents of these children on an ongoing basis in the Center. Parents are provided instruction on ways to improve their children's educational achievement. A listing of the Early Childhood programs and information on the staffing of these programs for the 1984-1985 school year is provided on Table 1C.

TABLE 1C: EARLY CHILDHOOD PROGRAMS AND STAFFING, 1984-1985 SCHOOL YEAR

EARLY CHILDHOOD PROGRAMS	STUDENT CONTACT PERSONNEL			NOT-CONTACT			
	TEACHERS	ED SUPP	AIDES	OTHER	TOTAL	VACANCIES	ADJUSTED TOTAL
Child Parent Centers	152.5		74.0	75.0	301.5	5.0	307.5
Headstart	125.0	33.0	158.0	29.0	354.0	14.0	368.0
Cognitive Follow Thru	1.0		7.0		8.0		8.0
TOTAL EARLY CHILDHOOD PROGRAMS	278.5	33.0	249.0	103.0	663.5	20.0	683.5

SPECIAL EDUCATION. Special Education programs are funded from both Government Funded Programs and the general education fund of the Chicago Public School System. There are three large Special Education programs. They are Public Law (PL) 94-142, PL 89-313, and the Orphanage Act. Government Funded programs provided \$26.3 million for Special Education programs for the Chicago Public Schools in the 1984-1985 school year. These laws guarantee the rights of the handicapped to equal educational opportunities and provide strong guidelines regulating student testing, evaluation, and placement. These laws also set up federal and state programs to provide the revenues and other resources to local school districts to enable them to fulfill their Special Education obligations.

These three large programs provide the Chicago Public Schools with nearly 900 Government Funded positions and dozens of different Special Education programs that are widely distributed throughout the system. These basic programs are designed to serve children with different types of handicapping conditions at varying levels of severity. PL 94-142 provides programs for students whose handicaps are more common among the school age population. The programs funded from PL 94-142 are mostly for students with behavioral and emotional disorders or learning disabilities. Those programs funded by PL 89-313 are for students who are visually or hearing impaired and for those who are orthopedically or otherwise health impaired. These types of students are relatively few in number throughout the school age population. The other large Special Education program funded from Government Funded Programs in the Chicago Public Schools (about 200 positions) is provided under the Orphanage Act. The Orphanage Act program provides shelters for children and young adults who are without families and have need for special education (they are mentally handicapped or have emotional disorders). Numerous programs are provided under PL 94-142 and PL 89-313 and these two large programs should be more fully discussed. These Special Education program, together with data on the staffing of Government Funded positions in these programs is provided in Table 1D.

TABLE 1D: SPECIAL EDUCATION PROGRAMS AND STAFFING, 1984-1985 SCHOOL YEAR

SPECIAL EDUCATION PROGRAMS	STUDENT CONTACT PERSONNEL				NON-CONTACT	ADJUSTED		
	TEACHERS	ED SUPP	AIDES	OTHER		TOTAL	VACANCIES	TOTAL
Serious Juvenile Offenders	3.0					3.0		3.0
Orphanage Act	134.0	7.0	18.0	25.5		184.5	2.0	186.5
Neglected & Delinq Child	4.0					4.0		4.0
GWT Handicap	1.2					1.2		1.2
PL 89-313	83.0	74.0	123.2	53.0		343.2	28.0	371.2
Indian/Elementary	2.0					2.0		2.0
PL 94-142	72.4	77.0	120.0	87.5		356.9	35.0	391.9
TOTAL SPECIAL EDUCATION	299.6	158.0	261.2	176.0		894.8	55.0	949.8

The Special Education programs supplied under PL 94-142 reach the largest number of Chicago Public School children (totalling 45,000 in fiscal 1985). Here are the large programs for the Educable Mentally Handicapped (EMH), the behaviorally disordered (BD), and the Trainable Mentally Handicapped (TMH). The EMH program serves the largest number of students with positions provided in schools. EMH students are defined as those who exhibit clear signs of limited intellectual and academic achievement. In theory, such students are capable, with extra assistance, of achieving at a level comparable to most students of the same age group. Such students attend both regular classroom sessions and special education classes. EMH students are to participate in the regular educational experiences of the school to the largest extent possible.

Programs for the Behaviorally Disordered (BD) are also widely distributed throughout the Chicago Public School system. Such programs are

designed for students who exhibit behavior that is disruptive and adversely affects the educational environment for the behaviorally disturbed student as well as his or her classmates. The programs available for such children are Early Remediation, the Behavior Disordered Day School, and the Emotionally Disturbed Program. These are remedial programs with the objective of providing instruction in a highly structured environment and provide counseling where necessary in order to place the student back in the regular school population. The last major PL 94-142 program is Special Education for the Trainable Mentally Handicapped. These are programs for those students who exhibit more severe delays in their intellectual and academic development than those classified EMH. These are programs designed to provide these students with the training necessary to enable them to become semi-independent persons in the community.

A number of programs are included in Special Education programs for the physically handicapped (89-313). The most easily identifiable are the education of the visually and hearing impaired. Not only are the educational requirements of these students unique, requiring specially trained teachers, but they frequently need specialized equipment and supplies, such as Braille transcribers for the blind or recording equipment for the hearing impaired. Other programs funded by 89-313 include education for students who are temporarily or permanently hospitalized or have other mobility restrictions. Finally, 89-313 also provides resources for personnel and equipment to Early Childhood Education of the Handicapped programs.

This study is centrally concerned in the distribution and availability of Government Funded Programs to children in the Chicago Public School system. Children needing these various types of special education programs are in all communities throughout the city. Are these Special Education programs and positions likewise widely available throughout the school system? A useful distinction, and one used in the administration of these programs, is between "low incidence" and "high incidence" special education students. Low incidence students are those who have handicaps which are relatively rare in the school age population, e.g., students with vision or hearing handicaps. In contrast, "high incidence" students are very widespread in the school population. Those with relatively mild learning or emotional disabilities are in the high incidence group. There is a high incidence of EMH students.

Because low incidence students have very specialized needs, these types of programs are located in only a few sites throughout the city (indeed, the need for such programs is not widespread). Additionally, such programs require special equipment that could not prudently be made available in many different facilities. Programs for the visually and hearing impaired and multiply handicapped children are concentrated in a few places, for example Spaulding Elementary for the multiply handicapped and Bowen High School's program for the visually handicapped. These facilities and programs are made available to students by transporting the students to individual sites.

High incidence students, in contrast, are distributed in all communities in the city. Consequently, programs for these types of students are much more widely distributed throughout all districts in the city. In addition to the numbers of students involved, there is an explicit intent by the school system to place special education programs in schools with the regular curriculum so that such students, particularly the EMH students, can participate in regular classes as much as is feasible. Availability of different types of special education programs in the local schools is determined by the type of program, other programs at the school, the receptivity of the school principal and staff, and availability of space.

VOCATIONAL EDUCATION. There are many relatively small Vocational Education programs which include Government Funded positions. Government Funded programs provided \$4.2 million for Vocational Education in the school system in the 1984-1985 school year. Among them are various Vocational Support Services, career counseling centers in Juarez, Coliss, and Austin High Schools, training in television at Hyde Park High School, and other job training programs. Government Funded programs also supports the staffing of the "Vocational Support Services Team" which provides extensive services to the Special Education and limited English proficient students in the school system. One relatively stable Vocational Education program is provided under the Basic Occupation and Skills Training Program. This program provides staffing and support for the system's EVGC centers. These EVGC centers are shop facilities to teach vocational skills to those students who have had scholastic difficulty in the elementary schools. At one time, the Chicago Public School System had eleven such centers, but several have been closed during the past decade. These EVGC facilities are funded through Chapter I funding and are located in low income communities as required of all Chapter I programs. For the 1983-1984 school year, there were 159 Vocational Education Government Funded positions provided through community development block grant funds that were available for one year only. Subsequently, these Vocational Education positions were funded through general operating money from the educational fund of the Board of Education.

ADMINISTRATION. The last general category of Government Funded positions are supervisory personnel that administer the various Government Funded programs. The largest group of administrative positions are "Indirect Costs" personnel at the Board's central office. Each of these Government Funded programs requires accounting, payroll, budgeting, data processing, and other such services to effectively implement these programs. Illinois and the federal government have recognized that such services are required to offer these programs and have agreed that a certain calculated percentage of the total grants provided to local school districts may be used to pay for the staffing of these necessary services. In Chicago, the amount charged to Government Funded programs for these services is a modest 2.7% of the total. Other administrative positions paid for by Government Funded programs include research and evaluation, staff development, support staff, and curriculum development. The Chicago Public Schools budgeted \$7.7 million for the administration of Government Funded programs in the 1984-1985 school year.

TABLE 1E: VOCATIONAL EDUCATION PROGRAMS AND STAFFING, 1984-1985 SCHOOL YEAR

VOCATIONAL PROGRAMS PROJECT NAME	STUDENT CONTACT PERSONNEL				NON- CONTACT	TOTAL	VACANCIES	ADJUSTED TOTAL
	TEACHERS	ED SUPP	AIDES	OTHER				
Bas Occuo & Training	8.0		1.0	4.0		13.0		13.0
U.C.A.N.		1.0	1.0			2.0	1.0	3.0
Career/Corliss & Fenger	5.0		3.0			8.0		8.0
Voc Support Services			25.0	10.0		35.0		35.0
School Work/ Career	6.2					6.2		6.2
J.T.A. Inclusive	14.4		9.0	9.0		32.4	7.5	40.0
Career Juarez	4.0		1.0	1.0		6.0		6.0
TV Media - Hyde Park	2.0		1.0	1.0		4.0		4.0
High Tech Training				2.0		2.0		2.0
Pre-employee Training				4.0		4.0		4.0
Computer Tech Services				1.0		1.0		1.0
Basic Career Ed - Phillips			5.0	3.0		9.0		9.0
TOTAL VOCATIONAL PROGRAMS	39.5	1.0	47.0	35.0		122.5	8.5	131.2

TABLE 1F: ADMINISTRATIVE PROGRAMS AND STAFFING, 1984-1985 SCHOOL YEAR

PROJECT NAME	STUDENT CONTACT PERSONNEL				NON- CONTACT	TOTAL	VACANCIES	ADJUSTED TOTAL
	TEACHERS	ED SUPP	AIDES	OTHER				
Chap I Indirect Costs				84.0		84.0	10.0	94.0
Staff Development	64.0		6.0			70.0	1.0	71.0
Research & Evaluation				21.0		21.0	2.0	23.0
Res. & Eval Non-Public				1.0		1.0		1.0
Admin & Supervision				34.0		34.0	5.0	40.0
Supp Services/Public				13.0		13.0	4.0	17.0
Curriculum Development				4.0		4.0		4.0
TOTAL ADMINISTRATIVE PROGRAMS	64.0	0.0	6.0	157.0		227.0	23.0	250.0

II. METHODOLOGICAL ISSUES.

This report analyzes the Chicago Public Schools' Government Funded Programs for two recent years -- fiscal years 1984 (September 1983 to June 1984) and 1985 (September 1984 to June 1985). The data provided to the Chicago Panel on Public School Finances by the Chicago Board of Education included information on a number of important factors. This was a very large and cumbersome data set, listing each Government funded position, which program funded this position, where the position was located (specific school, district office, or central office), the type of position, and whether the position was filled or not. The Chicago Panel also collected data, using a variety of published Board documents, on the racial composition, the percent low income students, and the percent students with limited English proficiency in individual schools and districts. The most recent reading scores were also collected for this project.

While it is important to note that this is a rich and quite detailed data set, the information included in it has some limitations, and some kinds of data that would ideally have been included were not available for this study. The limitations included in the information analyzed by this study must be addressed first. Some of the information collected and disseminated by the Chicago Board of Education pertains to the specific student population of individual schools (and districts). Other types of information, which appear to be similar types of data regarding the specific populations of specific schools, are in fact data concerning the populations of the an individual school's service area. This kind of information, of which the poverty measures utilized for Chapter I funding is the most important, concerns the nature of the population of a specific school's neighborhood. In fact, sometimes the measure (and again the low income measure is a case in point) is a composite of a number of statistics that are applicable for a school's specific community. These types of measures are used because the state and federal governments --who fund these special programs-- require that community based data be used, not just data concerning the students that actually attend the schools. It is important to keep in mind that statistics on the "percent low income" is a community based measure and those on racial makeup, reading scores, and limited English proficiency are based on the actual school population.

Some of the most important variables collected and used in this analysis are measures of "needs", collected at the individual school and district levels. Several such measures of needs have been utilized in this study. They include racial counts (percent White, Black, or Hispanic), poverty measures, limited English proficiency, and performance measures (here reading scores). Many of the Government Funded Programs are targeted to specific student populations which exhibit particular "needs". An excellent example of this is Chapter I programs: by statute these programs are targeted for poverty impacted schools. The "need" in this case is determined by the low income measure used by the Board of Education. This measure is a composite factor based on the community's situation. This is the only measure of need that the Board used to implement this program, and this is the only type of measure used in this study for assessing this

program. This study does not assess the adequacy or appropriateness of such measures of needs. Rather, what this study does (in fact this is the central issue in this study) is assess the Board's implementation of these programs, given the specific measures of need used by the Board.

A second difficulty concerns the limited availability of data. Particularly important for this study is the fact that our measurement of the "density" of government funded programs is not money spent, but the number of positions that are located in specific schools. Financial data on salaries, supplies, and equipment were not collected.

This study is a cross-sectional analysis of the Chicago Public Schools' Government Funded Programs. In contrast to a trend analysis of the changes that these programs have undergone over a period of time, this study will look in depth at just one year of Government Funded Programs. These programs are specialized programs, many of which are targeted to specific populations of students that have specific needs. To address these issues, this study will identify, on a school by school and district by district basis, where these needs exist, and determine whether government funded positions are correspondingly placed to serve these needs. How can this assessment be made?

A data set has been assembled that includes data on all Government funded positions in fiscal 1985. Positions are categorized into the six basic program arenas identified above: Enrichment programs, Bilingual and Bicultural Education, Early Childhood programs, Special Education, Vocational Education, and Administration. Within each of these types of programs, there is information on the number of teachers, educational support staff, aides, and others. The total number of types of information--or "variables"--on Government funded staff totals twenty four (six basic program categories with four kinds of staff within each category). Additionally, this project compares this data set with information on the racial makeup of the schools, the various needs variables used by the Board of Education (low income and limited English proficiency), and lastly reading scores. The reading scores collected were for fifth grade in the elementary schools and tenth in the high schools. In cases where there was no fifth or tenth grade, or the information was unavailable, this was considered a missing value and was not considered in any calculations. Reading scores are measured in grade levels of the average student with the national norm for fifth graders being 5.8 (i.e., the eight month of the school year, since the tests were given in April) and for tenth graders, 10.3 (tested in November).

The assessment of needs and the programming of Government Funded Programs was analyzed through statistical analysis of this data set. Statistical analysis enables us to answer a number of important questions about the distribution of government positions in the Chicago Public School system. This type of analysis will permit us to assess whether there is any significance to the pattern of assigned positions. In statistical language, "significance" means that the relationship between two variables is unlikely to have occurred by chance; a "positive" direction means that as one

variable increases so does the other (a "negative" finding means that a second variable decreases as the first one increases); magnitudes are measured between -1 and +1.

An example should help to clarify the nature of the statistical findings presented in this study. A central finding of this study is that the distribution of Bilingual and Bicultural Education positions funded from the Government Funded program are correlated with the percent of students in the schools with limited English proficiency. Furthermore, the distribution of Bilingual positions are more closely related to the percent of students with limited English proficiency than to the percent of Hispanic students. Each of these two mathematically calculated relationships (first, the number of Bilingual positions and the percent with limited English proficiency and second, the number of Bilingual positions and percent Hispanic) are statistically significant, positive, and comparable. As will be seen, the relationship between Bilingual positions and the percent of limited English students is 0.67 ($p < .001$) and that between Bilingual positions and the percent Hispanic is 0.15 ($p < .01$). While both correlations are "significant", the statistical correlation between Bilingual positions and limited English proficiency is less likely to have occurred by chance ($p < .001$ means only one chance in a thousand) than that between Bilingual positions and the percent Hispanic (one chance in a hundred, $p < .01$). Both findings are positive; as the number of limited English proficiency students found in a school increases, so too does the number of Bilingual positions. Similarly, as the percent of Hispanic students found in a school increases, there are more Bilingual positions. It is also possible to directly compare the findings: the relationship between Bilingual positions and limited English proficiency ($r=0.67$) is about four times closer, or stronger, than that between Bilingual positions and the percent Hispanic ($r=0.15$). A fuller discussion of statistical analysis and interpretation used in this study can be found in the appendix.

III. FINDINGS.

Many of these Government Funded Programs are specifically designed to serve the needs of special types of students. Because this study contains measures both of where government funded positions (by type) are located, and of where various types of students are situated, the kinds of statistical findings which should result can be anticipated.

Enrichment programs, Bilingual Education, and Early Childhood programs are explicitly targeted to meet the needs of specific types of students who have particular characteristics. Enrichment programs, especially the large and important Chapter I program, are designed to reach students from low income families. As such, one would expect to find a significant and positive relationship between the distribution of enrichment positions and the percent low income students in a school. Bilingual education, too, is intended to serve the needs of specific students in the Chicago Public School system, in this case those students who have limited English proficiency. The largest and most identifiable group of such students in Chicago are Hispanic. The expectation, then, would be that Bilingual positions are positively and significantly related to the patterning of the Hispanic student population. However, the percent students who have limited proficiency in English is a better measure of need for Bilingual education positions than ethnicity. The Chicago Public Schools provide Bilingual education in twenty languages. The need for Bilingual positions is more widespread than the distribution of Hispanic students, in that only a third of Hispanic students need Bilingual programs. As a result, it is anticipated that Bilingual positions should be positively correlated to the distribution of limited English proficiency students, but also that the percent with limited English proficiency will be more strongly related to Bilingual positions than the percent Hispanic. Early Childhood programs, of which Head Start is the largest, are specifically targeted to children from poverty families. As such, a significant and positive relationship between Early Childhood positions and the percent low income is expected.

Vocational education, while providing specialized training to students, is not specifically keyed to any particular type of student. The need for vocational education is not necessarily related to race, income, reading scores, or limited English proficiency. In this study no significant statistical finding is expected regarding the distribution of Government funded Vocational Education positions. *Special Education* also provides training to students with specific requirements. However, neither the social characteristics nor needs variables used in this study (low income or limited English proficiency) are especially associated with the need for special education. Thus, there should be no significant relationships between racial distribution, low income, limited English proficiency, or reading scores.

Lastly, *administrative* positions ought not be statistically related to any of the social characteristics, needs, or performance variables collected for this study. Most administrative positions are located in the Board's central office and therefore cannot be used in any statistical analysis testing the correlation between needs and location of positions. Some

administrative positions are located in the districts and can be statistically analyzed. However, it is expected that there will be no significant results between the distribution of administrative positions and any of the other variables.

A. DISTRICT LEVEL ANALYSIS.

The data set for this study has been collected at both the district and individual school level. During the period covered by this study (school years 1983-84 and 1984-85), the city was divided into twenty different districts including both elementary and high schools each with its own district superintendent. The first presentation of the statistical findings of this study will be at the district level because the number of cases (20) permits a direct comparison of the actual data over all variables and the statistical findings that result from statistical analysis of that same data.

The basic data aggregated at the district level is presented in Table 2. This table provides data on the social characteristics of the districts and the measures of need that are of central importance in this study along with the number of Government funded positions by category and type. The basic statistical findings generated from the data just provided are shown on Table 3. Provided here are the results of numerous mathematical calculations analyzing the relationship between the basic variables in the data set. Two different sets of results are provided. First, the relationships are indicated between the racial characteristics of the districts (percent White, Black, and Hispanic), two needs measures (low income and limited English proficiency), and the basic categories of Government Funded Programs (Enrichment, Bilingual, Early Childhood, Special Education, Vocational Education, Administration, and the total of all Government funded positions). Second, the relationships between the racial and needs variables and the types of Government funded positions are presented.

Those types of programs that are specifically targeted (in fact earmarked) for certain types of students, show strong and significant relationships to both the racial and needs variables. Enrichment programs (of which Chapter I is the largest and most important) are intended to provide remedial and enhanced educational opportunities to poverty impacted students in the public school system. The statistical results are quite striking. First, the distribution of Enrichment positions is strongly and negatively related to the distribution of White students ($r = -0.71$). In comparison, there is a very strong and positive relationship between Enrichment positions and the percent of low income students ($r = 0.90$). The strong relationship between enrichment positions and the distribution of low income students was anticipated but the inverse relationship to the distribution of White students by district requires some additional comment. White students in this sample are very strongly negatively associated with the poverty measure. Because of this, the distribution of White students will also be negatively correlated with enrichment positions. Thus, there are few enrichment positions in districts with many White students, because few White students live in poor communities.

TABLE 2: GOVERNMENT FUNDED POSITIONS, BY DISTRICT
By Program, Racial Counts, and Needs Indicators

CHICAGO PUBLIC SCHOOLS SYSTEM, 1984-1985

DISTRICT	ENRICHMENT	BILINGUAL	EARLY CHILDHOOD	SPECIAL EDUCATION	VOCATIONAL EDUCATION	ADMINIS- TRATIVE	VACANCIES	TOTAL	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT LOW INCOME	PERCENT LIMITED ENGLISH
1	0.0	8.0	0.0	24.5	0.0	0.0	1.0	33.5	50.2%	14.3%	21.5%	11.7%	14.2%
2	48.0	133.5	25.0	18.5	1.2	1.0	4.0	231.2	28.9%	27.1%	25.3%	33.4%	22.5%
3	34.0	32.5	41.0	39.0	1.0	4.0	7.0	158.5	25.8%	41.7%	27.1%	40.3%	10.5%
4	29.0	18.5	2.0	38.0	2.4	1.0	6.0	95.9	31.7%	47.8%	17.9%	25.4%	6.7%
5	89.5	66.0	15.0	7.0	0.0	10.0	3.5	192.0	13.4%	25.7%	59.5%	48.7%	17.4%
6	125.0	73.5	27.0	25.0	7.8	12.0	4.5	274.8	9.2%	15.9%	74.1%	57.2%	25.9%
7	113.0	1.0	47.0	5.0	3.4	7.0	1.5	177.9	0.6%	98.9%	0.5%	64.0%	0.1%
8	45.5	70.5	39.0	65.5	9.8	1.0	3.5	235.8	11.1%	22.7%	66.8%	44.3%	28.1%
9	158.7	6.0	52.0	86.2	0.0	0.0	5.0	307.9	2.0%	92.0%	5.7%	73.8%	1.9%
10	73.2	36.0	52.0	13.2	1.2	0.5	5.4	181.5	2.0%	55.0%	41.9%	51.3%	14.9%
11	74.5	10.0	41.0	29.0	12.2	9.5	9.0	185.2	12.2%	72.9%	10.0%	63.9%	5.0%
12	66.5	23.0	8.0	25.0	1.2	1.0	1.0	125.7	25.4%	58.0%	15.8%	41.5%	6.0%
13	125.5	14.0	45.0	2.0	1.2	5.0	2.0	195.7	4.8%	82.3%	12.7%	68.0%	4.1%
14	95.5	0.0	64.0	13.0	5.0	2.0	8.5	188.0	2.5%	95.5%	0.4%	64.8%	0.6%
15	51.5	10.0	4.0	18.0	0.0	5.0	4.0	92.5	23.1%	67.8%	8.5%	38.0%	4.1%
16	112.5	0.0	19.0	70.0	5.2	1.0	1.0	209.7	0.0%	100.0%	0.0%	65.0%	0.0%
17	79.0	5.5	12.0	25.5	1.0	3.0	4.5	131.5	0.9%	93.5%	5.5%	51.1%	1.5%
18	45.0	1.5	15.0	25.0	0.0	3.0	5.0	96.5	10.1%	89.0%	0.8%	35.9%	3.5%
19	21.5	22.0	5.0	15.0	3.2	1.0	2.5	72.2	8.8%	60.1%	30.3%	40.0%	8.5%
20	55.0	2.0	7.0	5.0	11.2	5.0	3.0	100.2	5.9%	89.3%	3.7%	51.7%	1.9%

TABLE 3: RELATIONSHIP BETWEEN GOVERNMENT FUNDED POSITIONS BY PROGRAM/PERSONNEL and
DISTRICT RACIAL COMPOSITION/NEEDS INDICATORS (Pearson's R coefficients)

	% WHITE	% BLACK	% HISPANIC	% LOW INCOME	% LIMITED ENGLISH
TYPE OF GOVERNMENT FUNDED PROGRAM					
Enrichment	-0.709 **	0.455	-0.088	0.900 **	-0.228
Bilingual/Bicultural	0.245	-0.725 **	0.705 **	-0.233	0.858 **
Early Childhood	-0.518	0.254	0.010	0.585 *	-0.006
Special Education	-0.050	0.025	0.011	0.142	0.045
Vocational	-0.291	0.058	0.131	0.335	0.122
Administration	-0.291	0.058	0.131	0.335	0.122
TOTAL POSITIONS	-0.479	-0.014	0.323	0.582 *	0.314
TYPE OF GOVERNMENT FUNDED PERSONNEL					
Teacher	-0.428	-0.029	0.380	0.581 *	0.318
Educational Support	-0.209	0.291	-0.214	0.349	-0.237
Aides	-0.201	-0.044	0.205	0.430	0.199
Others	-0.523 **	0.345	-0.065	0.631 *	-0.074

N = 20

* P < .01

** P < .001

The association between the distribution of bilingual education positions and other variables also shows some significant findings. Importantly, bilingual positions are strongly and positively correlated with the distribution of Hispanic students ($r = 0.71$) but even more so with the patterning of limited English proficiency students ($r = 0.86$). To anticipate a bit, the school level analysis will show that bilingual positions are much more strongly related to the distribution of limited English students than to concentrations of Hispanic students. This is only partially evident in a district level examination of the data. The reasons for the differences in the magnitude of the findings are that 1) only a third of all Hispanic students are in need of bilingual education, and 2) many bilingual students are taught in languages other than Spanish (in fact, in nineteen other languages). Again, the negative and quite strong relationship between the percent Black students in a district and bilingual positions results from the fact that percent Black is strongly negatively correlated with the patterning of limited English proficiency students, that is, for most Blacks, English is their primary language.

At the district level, examined here Early Childhood positions are concentrated in those districts which have higher levels of measurable poverty. Statistically, early childhood positions are strongly and positively associated with the level of poverty in the district level analysis ($r = 0.62$). Again this very much conforms to theoretical expectations, given the nature of these programs. And, it is important to note that overall, at least at the district level, the distribution of total Government funded positions is positively and quite strongly correlated with the percent low income students in Chicago school districts ($r = 0.57$).

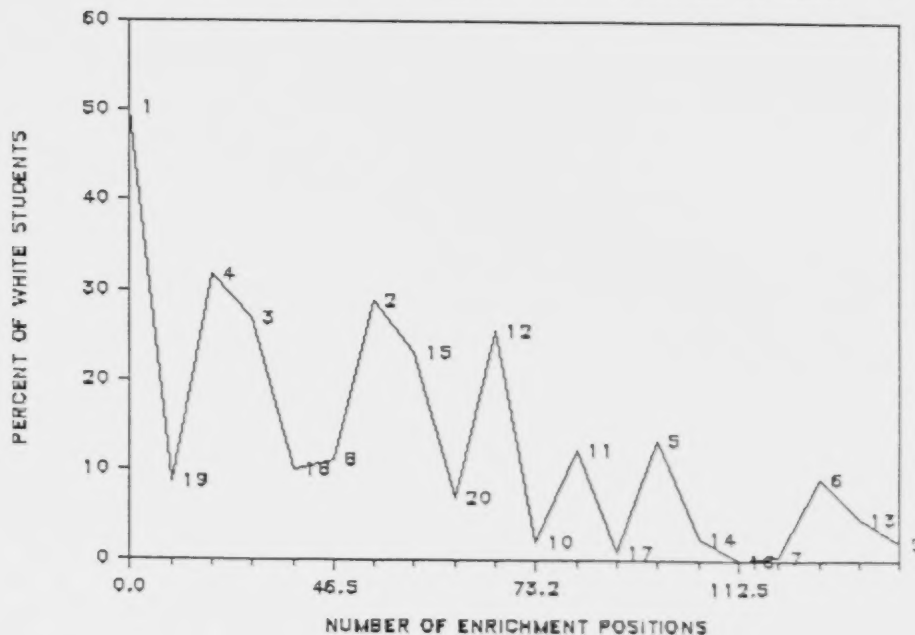
Lastly, it is not surprising that there are no statistically significant relationships between the distribution of Vocational and Special Education positions and the distribution of students by racial groups or either of the needs measures. What this means is that at the district level, Vocational and Special Education positions are distributed in ways that are not associated with the racial composition of the districts nor with the level of poverty or distribution of students with limited English proficiency. This conforms to our expectations concerning these types of programs.

The second portion of this table can be quickly discussed. There are relatively few statistically significant findings and only one of any importance. At the district level, the total number of teaching positions funded from these special state and federal programs are located in those districts where there are higher percentages of low income students. Statistically, there is a positive and significant correlation between the number of all Government Funded positions and the percent low income students ($r = 0.58$).

These major findings are clearer when displayed as graphs. These figures display the relationship between one of the social characteristics variables (on the 'Y', or vertical axis) and the number of government funded positions (on the 'X', or horizontal axis). Figure 1 shows the association between percent White in a district and the number of enrichment positions.

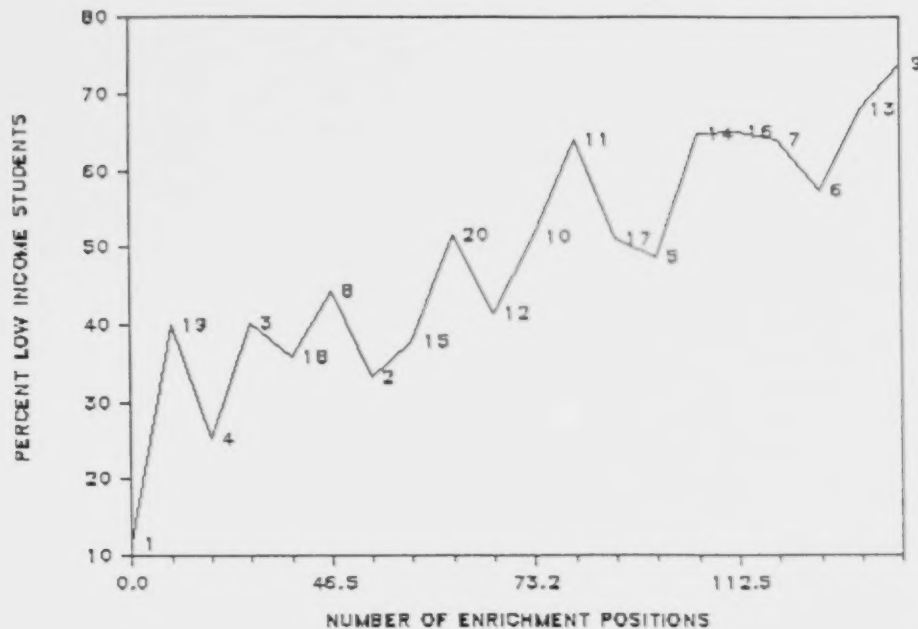
The pattern slopes down from the upper left to lower right corner. This shows that districts with high percentages of White students have the lowest number of enrichment positions, while districts with low percentages of White students receive high numbers of enrichment positions. The statistical finding was strongly negative and statistically significant ($r = -0.66$, $p < .001$). Figure 1 displays an important feature of any meaningful statistical finding--that the relationship between two variables is systematic. The statistical finding in this figure measures the relationship between the percent White and the number of enrichment positions across all of the districts. The strong negative finding is not the result of only a few isolated cases, but of the pattern of all the districts.

FIGURE 1: RELATIONSHIP BETWEEN PERCENT WHITE STUDENTS AND ENRICHMENT POSITIONS, BY DISTRICTS, DISTRICTS LABELED ON GRAPH



A strong but positive distribution is provided in Figure 2 which shows the relationship between the percentage of low income students in districts and the number of enrichment positions. The contrast to the pattern provided in Figure 1 is obvious. Here a strong positive relationship is displayed: it shows a pattern that slopes up from the lower left corner to the upper right corner. The statistical interpretation here is that districts where there are few low income students receive few enrichment positions while districts that are heavily populated by low income students are the recipients of high numbers of such positions. This figure displays a very strong relationship between the variables ($r = 0.85$).

FIGURE 2: RELATIONSHIP BETWEEN LOW INCOME STUDENTS AND ENRICHMENT POSITIONS, BY DISTRICTS, DISTRICTS LABELED ON GRAPH



The other district level findings graphed are strongly positive as well. They can be quickly summarized. The relationships, respectively, between the percent Hispanic and the percent limited English proficient, with the number of Bilingual positions are provided in Figures 3 and 4. Both of these graphs show strong and positive relationships between these two measures of needs and the number of Bilingual positions. In both cases, districts with low percentages of Hispanic and limited English students have few Bilingual positions while those districts with high percentages of these types of students likewise have high numbers of Bilingual positions. Lastly, a comparison of these two figures (3 and 4) shows that while both are substantial and positive statistical findings, the relationship between limited English students and Bilingual positions is straighter and more linear (Figure 4) than between percent Hispanic and Bilingual positions. There is a "closer fit" between limited English and Bilingual positions than between Hispanic and Bilingual positions. The obvious deviation in the pattern in Figure 4 is the result of the comparative number of Bilingual positions and percent limited English proficiency students. District 1 has 14% limited English proficiency students but only 7 Bilingual Government Funded positions. District 2 has the most Bilingual positions (133) with 22.6% limited English proficiency, but only 26.3% Hispanic (and only a third of all Hispanics require bilingual education), indicative of the large number of students with a primary language other than English or Spanish.

FIGURE 3: RELATIONSHIP BETWEEN PERCENT HISPANIC STUDENTS AND THE NUMBER OF BILINGUAL POSITIONS, BY DISTRICTS, DISTRICTS LABELED ON GRAPH

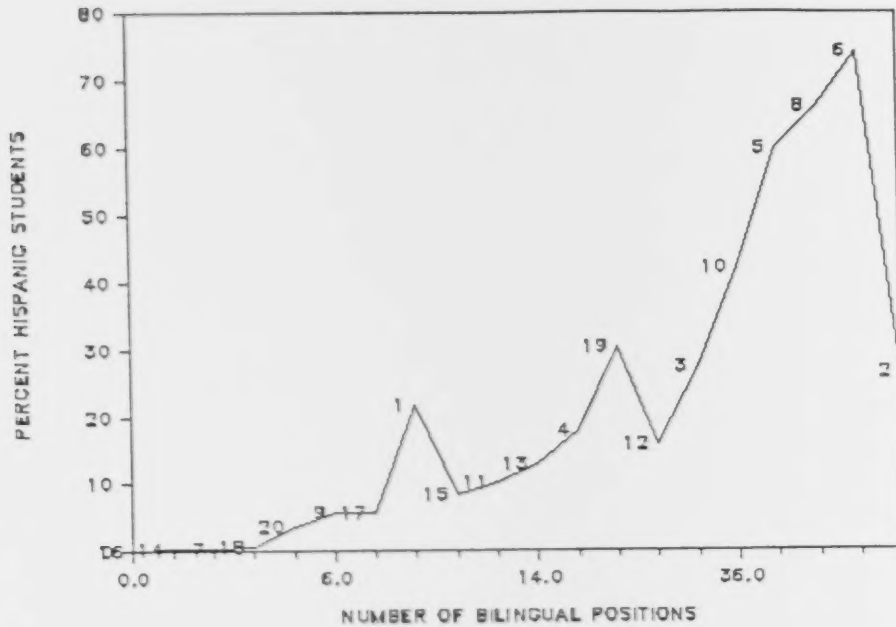


FIGURE 4: RELATIONSHIP BETWEEN LIMITED ENGLISH PROFICIENCY STUDENTS AND THE NUMBER OF BILINGUAL POSITIONS, BY DISTRICT, DISTRICTS LABELED ON GRAPH

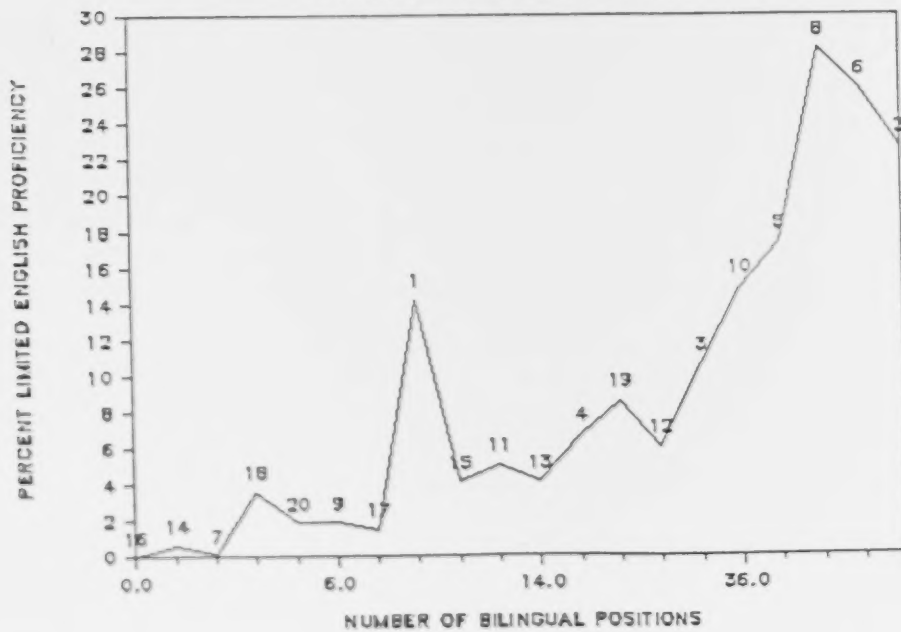


FIGURE 5: RELATIONSHIP BETWEEN PERCENT LOW INCOME STUDENTS AND THE NUMBER OF EARLY CHILDHOOD POSITIONS, BY DISTRICT, DISTRICTS LABELED ON GRAPH

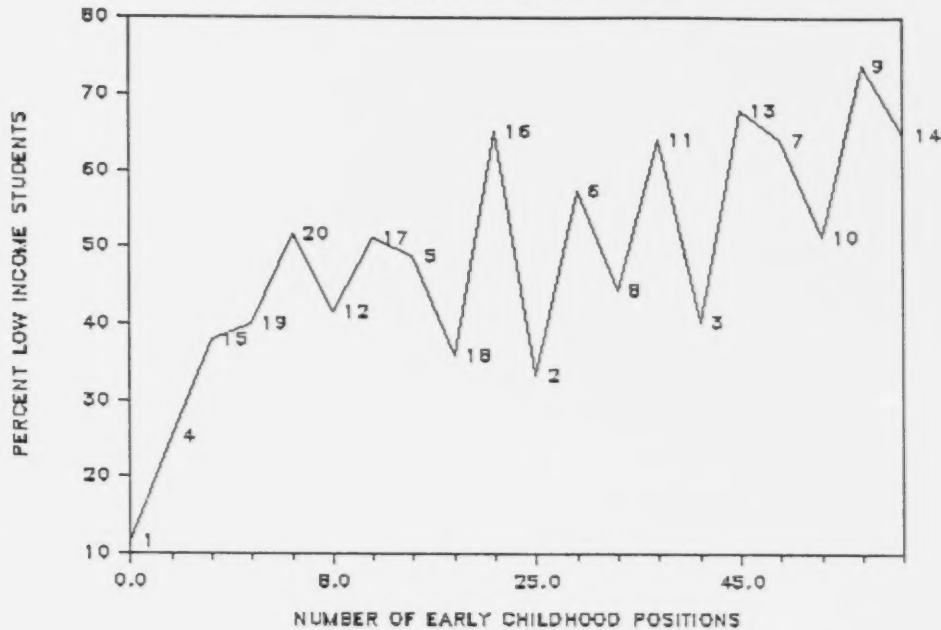
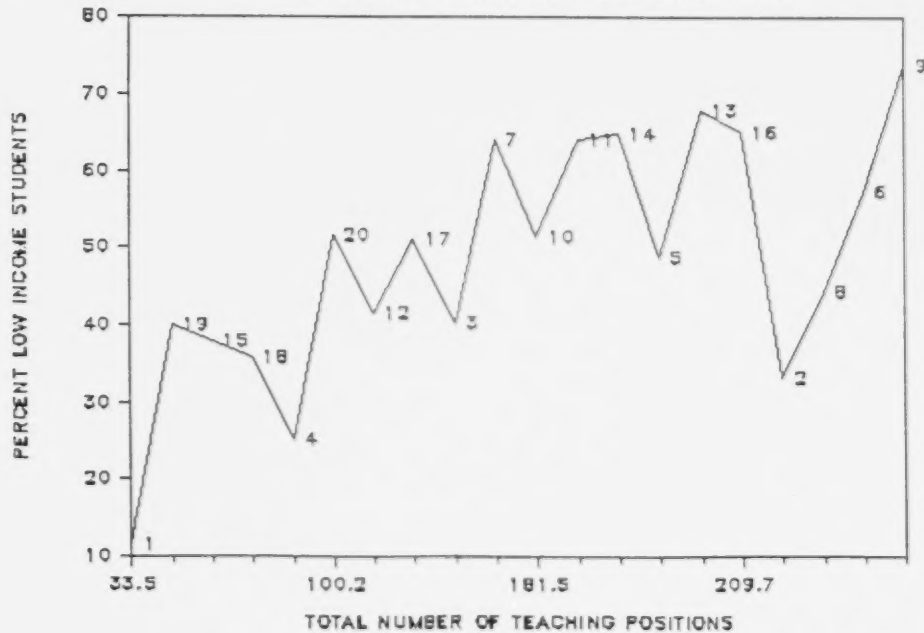


FIGURE 6: RELATIONSHIP BETWEEN PERCENT LOW INCOME STUDENTS AND THE NUMBER OF TOTAL GOVERNMENT FUNDED TEACHING POSITIONS, BY DISTRICT, DISTRICTS LABELED ON GRAPH



The final two figures displaying district level data show the patterning of Early Childhood positions with the percent low income students (Figure 5), and the number of total teaching positions under the Government Funded Programs and percent low income students (Figure 6). As was expected, both show positive relationships. With one exception, those districts with relatively high levels of students from poverty families have higher numbers of both Early Childhood positions and teaching positions from all categories of Government Funded Programs.

B. SCHOOL LEVEL FINDINGS.

Information on student social characteristics and needs, as well as the distribution of types of Government funded positions, was also collected at the individual school level for this study. These data were also statistically analyzed. A summary of this analysis is provided in Table 4. Shown here are the correlation coefficients exactly comparable to those shown for districts in Table 3. The statistical relationships between racial variables, the needs measures (low income and limited English proficiency) and the types of Government Funded Programs are provided. In general, the findings at the school level conform to those at the district level. There are, however, some important exceptions.

TABLE 4: RELATIONSHIP BETWEEN GOVERNMENT FUNDED POSITIONS BY PROGRAM/PERSONNEL, and SCHOOL RACIAL COMPOSITION/NEEDS INDICATORS (Pearson's R coefficients)

TYPE OF GOVERNMENT FUNDED PROGRAM	% WHITE	% BLACK	% HISPANIC	% LOW INCOME	% LIMITED ENGLISH
Enrichment	-0.116 *	0.344 **	0.005	0.551 **	-0.115 **
Bilingual/Bicultural	0.025	-0.389 **	0.151 *	-0.068	0.665 **
Early Childhood	-0.063	0.082	-0.041	-0.223 **	-0.124 *
Special Education	0.017	-0.027	-0.013	-0.194 **	-0.087
Vocational	-0.029	0.021	-0.004	0.100	-0.037
Administration	-0.047	0.109	0.023	0.273 **	-0.009
TOTAL POSITIONS	-0.095	0.072	0.034	0.078	0.051
TYPE OF GOVERNMENT FUNDED PERSONNEL					
Teacher	-0.072	0.070	0.048	0.125 *	0.051
Educational Support	-0.028	-0.012	-0.028	-0.188 **	-0.083
Aide	-0.064	0.079	0.028	0.129 *	0.076
Other	-0.047	-0.006	-0.044	-0.317 **	-0.157 **

N = 488

* P < .01

** P < .001

The relationship between the distribution of enrichment positions and the percent of low income students remains positive and very strong. Chapter I programs are explicitly targeted to serve poverty impacted students and, given the current definition of poverty, the analysis of both the district and individual school level data suggests that this is the case in the Chicago Public Schools. The findings concerning the patterning of enrichment positions strongly follows the findings of the district level data. Enrichment positions are moderately, positively related to the percentage of Black students in the schools ($r = 0.34$), but negatively (very moderately) related to the distribution of White students in the schools ($r = -0.12$). The percent of low income students in a school is a better predictor of the number of Government Funded Enrichment positions than the racial composition of a school. Price and Wacker elementary schools provide an excellent contrast. Both are 100% Black but Price school has a higher level of low income students (77%) than Wacker school (8.5%). Consequently, Price has 9 Enrichment positions, while Wacker school has no such Government Funded positions.

SCHOOL	DIST	BLACK	LOW INCOME	ENRICHMENT		ALL GOVERNMENT FUNDED		
				TEACHER	AIDES	TEACHER	AIDES	TOTAL
PRICE	14	100%	77%	5	4	6	5	11
WACKER	18	100%	9%	0	0	0	0	0

The distribution of Bilingual positions at the school level generally conforms to the findings presented at the district level. There are however some important differences. Just because a school has a large number of Hispanic does not mean that a school will have a significant number of Bilingual positions. The percent of limited English proficiency students will, however, generate Bilingual Education Government Funded positions. A comparison between two schools will help illustrate this point. Palmer school has no Bilingual positions despite the fact that 31% of the student body are Hispanic. Palmer school has a low level of limited English proficiency students, only 1.2%. In contrast, Stone Academy has four Government Funded positions but only 9.1% Hispanic students. Stone Academy does however have 29.4% students with limited English proficiency--30.1% of Stone's students are Asian.

SCHOOL	DIST	HISPANIC	ASIAN	LIMITED ENGLISH	BILINGUAL POSITIONS		ALL GOVERNMENT FUNDED POSITIONS		
					TEACHERS	AIDES	TEACHERS	AIDES	TOTALS
PALMER	1	31%	11%	1%	0	0	0	0	0
STONE ACAD	2	9%	30%	29%	3	1	3.5	1	4.5

At the school level, Bilingual positions are positively related to the distribution of Hispanic students, but at this much more refined level of analysis, the magnitude of the relationship has shrunk demonstrably ($r = 0.15$ versus $r = 0.71$ at the district level). The correlation between Bilingual positions and limited English students remains significant, strong, and positive ($r = 0.55$). Again this reflects the reality that only a minority of Hispanic students are in need of Bilingual Education. The most meaningful measure of need for Bilingual positions is the patterning of students with limited English proficiency. Lastly, there are few Bilingual positions in predominantly Black schools, as demonstrated by the fact that the correlation between Black students and Bilingual positions remains moderately negative.

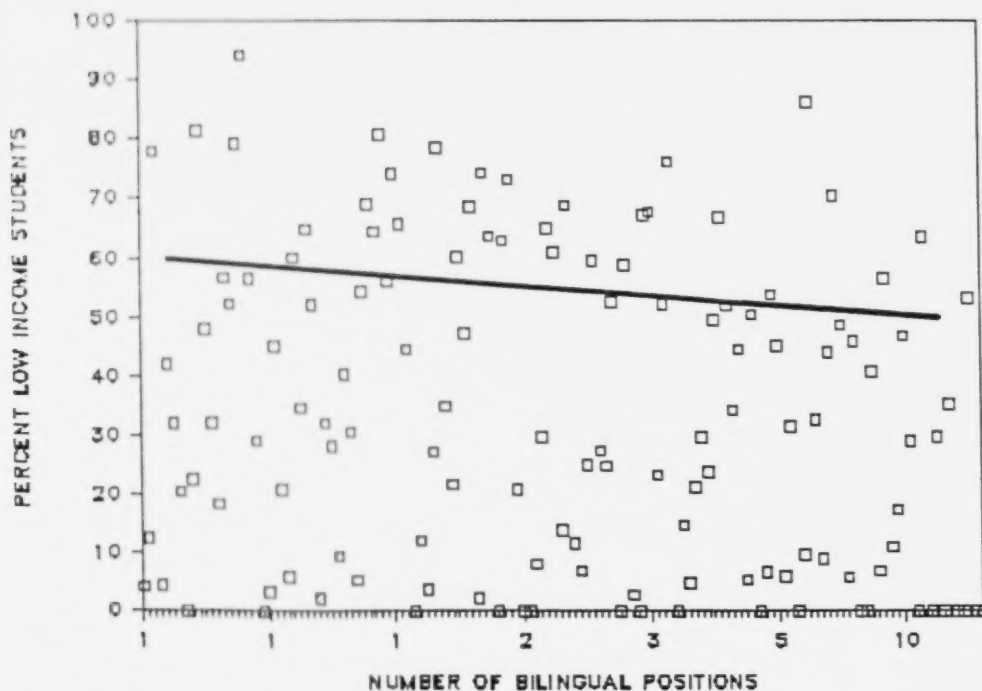
Somewhat surprising is the fact that Early Childhood positions are not predominantly located in schools with high poverty levels. There is the moderate but negative relationship between the distribution of Early Childhood positions and the measure of low income students for schools ($r = -0.22$). But, Early Childhood positions are specifically targeted to low income students. Why, then, is there this negative finding? Early Childhood programs, especially Head Start, are exclusively targeted to poverty children. The negative finding reflected in the analysis of this data is more apparent than real. The low income measure used in this study (and utilized by the School Board) is not a measure of the actual number of low income students in the school; rather, it is a composite calculation of three different measures of poverty for the community in which the particular school is situated. The low income variable is a measure of community level poverty, while Head Start, in particular, is designed to serve individual poor students. These Early Childhood programs are not guided by nor subject to the dictates of the Chapter I low income measures. In fact, these Early Childhood programs are more strictly administered in the sense that only children from low income families are eligible for these programs.

There are two reasons for a negative finding between Early Childhood positions and the measure of low income students. First, where such programs could easily be justified (in heavy low income communities), space and facilities for Head Start or Child Parent Centers is often unavailable. Fulton has a low income level of 45% (57% Hispanic and 36% Black) but has no Early Childhood positions. Fulton (with its branch) has an enrollment of 1,515 students, but capacity for only 1,149, meaning that space is already utilized. There are no extra classrooms for an Early Childhood program.

Second, because these programs are targeted to individual students, if there are sufficient numbers of low income children in an otherwise moderate income community, an Early Children program can still legitimately be placed in a school in that community. Space is more frequently available in schools in such communities. Thus, it would appear that space restrictions keep some poverty children from receiving Early Childhood educational opportunities. Finally, as the graph (Figure 11) of this distribution will show, Early Childhood positions are allocated across schools with widely varying levels of poverty.

Just as anticipated, there is no significant relationship between either Vocational or Special Education positions and students' race or needs measures for either the district level or the school level analysis. The distribution of Vocational education positions is not significantly related to any other variable included in the data set. None of the coefficients are statistically significant and none of them are of any magnitude. The distribution of Special Education positions at the school level does show some differences from the pattern developed at the district level. Generally, Special Education positions are not related to racial distributions nor to indicators of limited English proficiency. However, unlike the district level analysis, there is a moderate but negative correlation between the patterning of Special Education positions and the percent of low income students ($r = -0.19$). This is contrary to expectations and to the district level findings (where the correlation was positive, $r = 0.26$, but was not statistically significant). Special Education programming and staffing is quite complex and is not specially geared to either racial characteristics or to low income students. Then, why is there a negative relationship between Special Education positions and poverty impacted students? First it must be emphasized that this is a quite moderate correlation, meaning that poverty impacted schools are not without Special Education programs. Second, as is obvious from the actual graphic distribution shown in Figure 7, which shows the relationship between low income students and the number of Special Education positions, there is hardly a uniform pattern. There is a great deal of variation from school to

FIGURE 7: RELATIONSHIP BETWEEN PERCENT LOW INCOME STUDENTS AND THE NUMBER OF BILINGUAL POSITIONS, BY SCHOOL



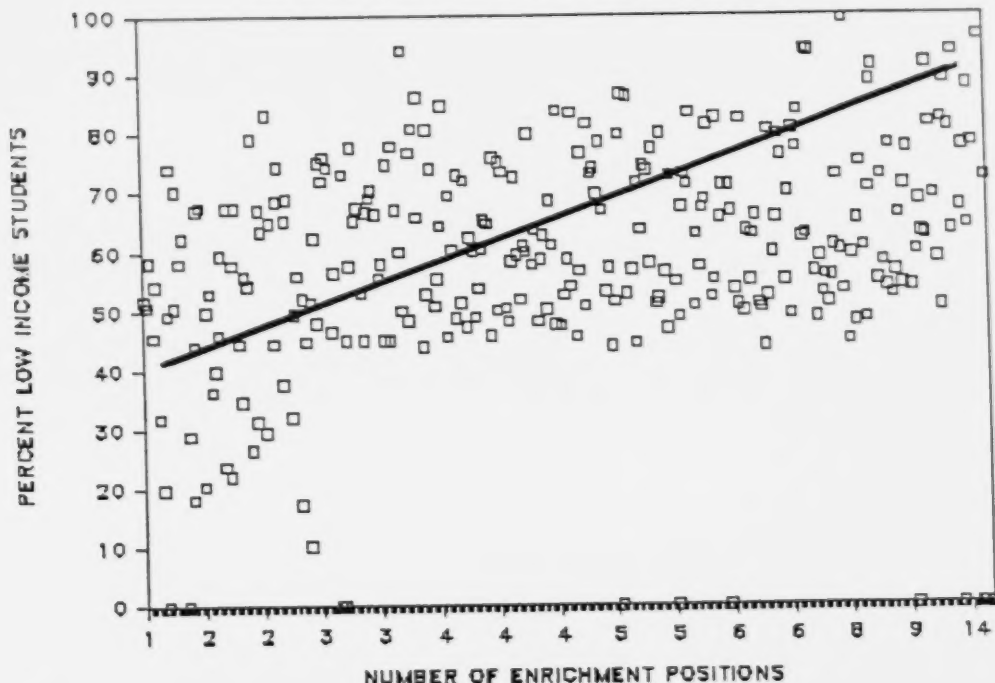
school with very similar poverty levels. It was discovered that one of the crucial determinants for placing Special Education programs in low income schools--space--is problematic. The negative finding implies that the availability of adequate class rooms in low income schools for Special Education programs varies significantly from school to school. Similarly, some schools in middle class communities receive whole classes of bussed Special Education students, because they have extra space available.

The findings on the remainder of Table 4 mostly conform to comparable correlations on Table 3. Administrative and total Government funded positions are not significantly related to racial characteristics of the schools, nor to the needs measures analyzed here.

A few other correlations are also important to note. There is no identifiable pattern in the way that the total number of Government Funded positions are located throughout the Chicago Public School System. These positions are located in schools with high and low percent White, Black, and Hispanic students. Also, taken together, there is no apparent relationship between the placement of Government Funded positions and the percent of limited English proficiency, the measure of low income, or to the reading scores found in the individual schools. In contrast, the total number of teaching positions are in contrast positively if modestly related to the distribution of low income students.

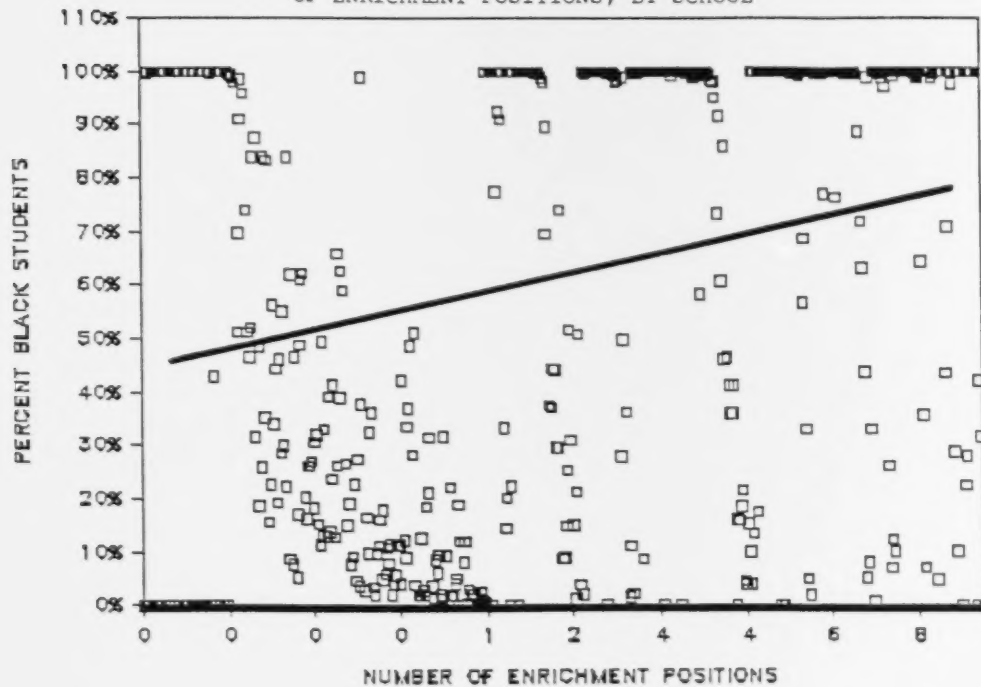
The graphs of the central findings of the school level analysis provide a clear picture of the statistical relationships shown in Table 4. The relationship between low income students and the level of enrichment positions is shown in Figure 8.

FIGURE 8: RELATIONSHIP BETWEEN PERCENT LOW INCOME STUDENTS AND THE NUMBER OF ENRICHMENT POSITIONS, BY SCHOOL



This graph shows a clear and strong association across all the schools included in the sample. Those schools that have few low income students have correspondingly no or few enrichment positions. Individual schools with high levels of students from low income backgrounds have higher levels of enrichment positions. In comparison, it is important to examine the relationship between percent Black and the number of enrichment positions, shown in Figure 9. It is hard to determine a clear pattern to the existence of Government Funded positions in Black schools. Some all Black schools have no Government Funded positions, while others have many. In general, schools with fewer Blacks have fewer Government Funded positions. Thus, there is a moderate positive correlation ($r = 0.34$) between the percent Black variable and the number of Government Funded positions.

FIGURE 9: RELATIONSHIP BETWEEN PERCENT BLACK AND THE NUMBER OF ENRICHMENT POSITIONS, BY SCHOOL



The association between the number of Bilingual positions and student characteristics reflected by percent Hispanic and limited English proficiency are clearly portrayed in Figures 10 and 11. Bilingual positions do not significantly increase with the percent Hispanic, but do rise appreciably as the number of limited English proficiency students rise. This clearly shows that Bilingual programs serve many non-Hispanic students.

FIGURE 10: RELATIONSHIP BETWEEN PERCENT HISPANIC AND THE NUMBER OF BILINGUAL POSITIONS, BY SCHOOL

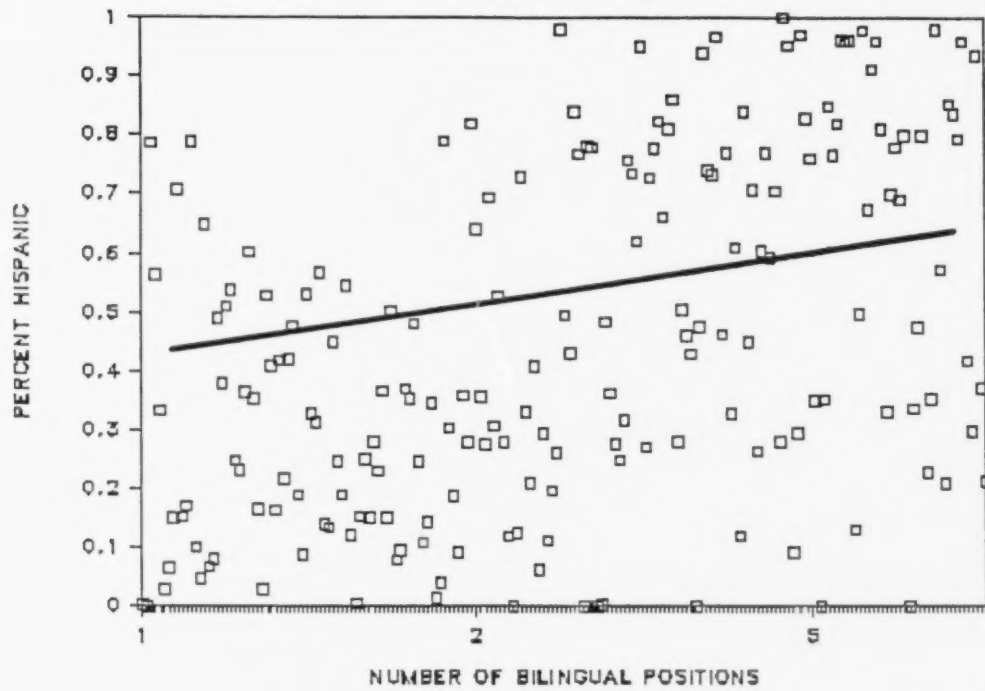
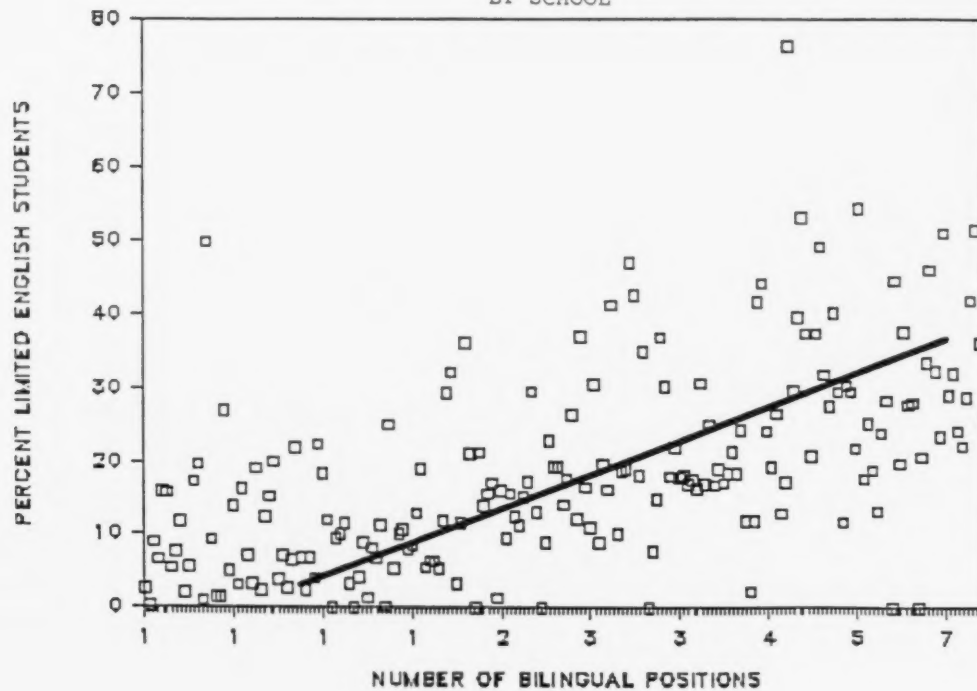
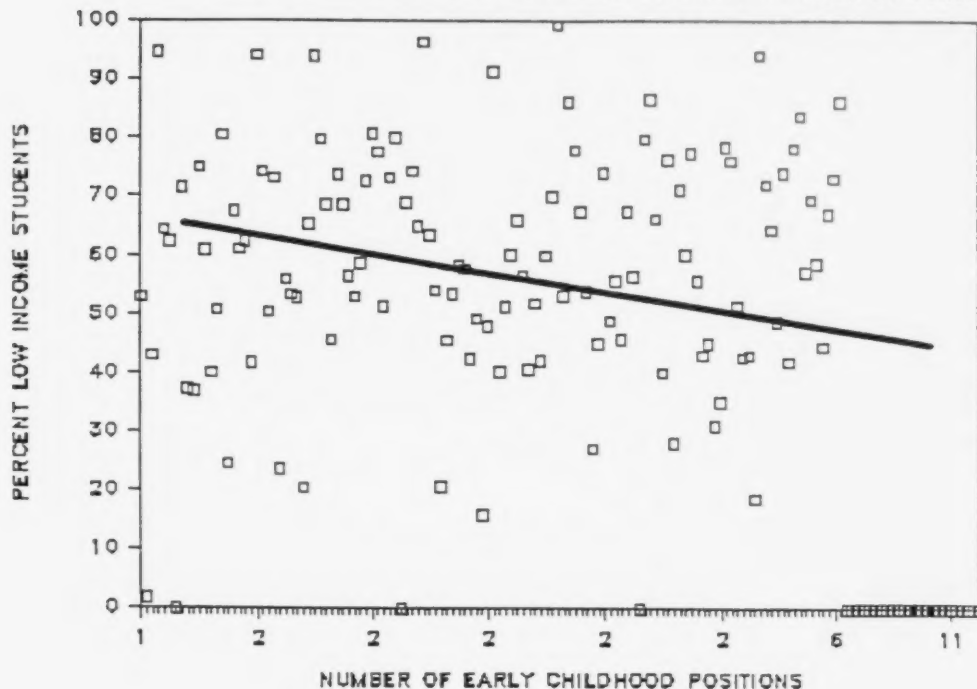


FIGURE 11: RELATIONSHIP BETWEEN PERCENT WITH LIMITED ENGLISH PROFICIENCY AND THE NUMBER OF BILINGUAL POSITIONS, BY SCHOOL



The unexpected statistical finding between the number of Early Childhood positions and the percent of low income students in the schools is displayed in Figure 12. The trend is not obvious by direct examination of the distribution along these two axes. There is a wide amount of variation in the number of Early Childhood positions regardless of the percent of low income students. There are both high and low numbers of these positions in schools with heavy rates of poverty students. Generally this conforms to the possibilities discussed above: those schools where we would expect Early Childhood programs to be located because of high levels of poverty sometimes do not have such programs because space is not available. Other schools which have relatively modest numbers of low income students nevertheless are capable of legitimately providing Early Childhood programs because both a sufficient number of low income students are present in the community and the space is available at the school.

FIGURE 12: RELATIONSHIP BETWEEN PERCENT LOW INCOME STUDENTS AND THE NUMBER OF EARLY CHILDHOOD POSITIONS, BY SCHOOL



It is also possible and useful to examine the statistical findings at the elementary and high school level separately. These findings are provided respectively in Tables 5 (for elementary schools) and Table 6 (for the high schools). Additionally, it is possible to examine the relationship between the various types of Government Funded positions and reading scores.

TABLE 5: ELEMENTARY SCHOOLS

RELATIONSHIP BETWEEN GOVERNMENT FUNDED POSITIONS BY PROGRAM/POSITION and RACIAL COMPOSITION, AND NEEDS INDICATORS (Pearson's R coefficients)

TYPE OF GOVERNMENT FUNDED PROGRAM	% WHITE	% BLACK	% HISPANIC	% LOW INCOME	% LIMITED ENGLISH
Enrichment	-0.121 *	0.396 **	0.005	0.63 **	-0.166
Bilingual/Bicultural	0.036	-0.477 **	0.197 **	-0.114 *	0.799
Early Childhood	-0.072	0.083	-0.051	-0.256 *	-0.154
Special Education	0.024	-0.073	-0.011	-0.206	-0.097
Vocational	-0.025	-0.021	0.018	0.108	-0.033
Administration	-0.054	0.115 *	0.015	0.284 **	-0.03
TOTAL POSITIONS	-0.102	0.087	0.042	0.123 *	0.035
TYPE OF GOVERNMENT FUNDED PERSONNEL					
Teacher	-0.086	0.083	0.061	0.198 **	0.059
Educational Support	-0.028	-0.041	-0.029	-0.18	-0.079
Aide	-0.044	-0.017	-0.044	-0.398 **	-0.168
Other					

N = 418

* P < .01

** P < .001

TABLE 6: HIGH SCHOOLS

RELATIONSHIP BETWEEN GOVERNMENT FUNDED POSITIONS BY PROGRAM/PERSONNEL and RACIAL COMPOSITION, AND NEEDS INDICATORS (Pearson's R coefficients)

TYPE OF GOVERNMENT FUNDED PROGRAM	% WHITE	% BLACK	% HISPANIC	% LOW INCOME	% LIMITED ENGLISH	READING
Enrichment	-0.128	-0.035	-0.033	0.077	-0.107	-0.323 *
Bilingual/Bicultural	-0.025	-0.223	0.273	0.053	0.595 **	0.102
Early Childhood	-0.032	0.155	-0.077	0.176	-0.065	0.012
Special Education	0.039	0.125	-0.064	-0.187	-0.035	-0.126
Vocational	-0.064	0.118	0.178	0.243	0.095	-0.001
Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
TOTAL POSITIONS	-0.042	0.031	0.078	-0.064	0.24	-0.196
TYPE OF GOVERNMENT FUNDED PERSONNEL						
Teacher	-0.062	0.04	0.08	-0.079	0.17	-0.201
Educational Support	-0.032	0.145	-0.098	-0.219	-0.124	-0.258
Aide	0.056	-0.043	0.083	0.062	0.441 **	0.019
Other	-0.083	0.034	-0.013	-0.105	-0.049	-0.293 *

N = 70

* P < .01

** P < .001

Enrichment positions are patterned in slightly different ways at the elementary and high school levels. At the elementary school level, these types of positions are positively and moderately associated to the percent of Blacks in the school, but more clearly correlated to the percentage of low income students. Reading scores at the elementary school level are very weakly associated with the location of enrichment positions ($r = 0.067$). In the high schools, in contrast, enrichment positions are not significantly related to either racial characteristics of the schools nor to the percent of low income students ($r = 0.08$). What is important to note, and this is again different from the elementary school findings, is that enrichment positions are more heavily concentrated where need (in this case expressed by poorer reading scores) is also clustered. This is why the number of enrichment positions in the high schools are related negatively to reading scores. Bilingual positions in both the elementary and high schools are more closely related to the percentage of limited English students than to the percent Hispanic. As previously shown, Vocational and Special education positions are not significantly related to any of the racial or needs variables. Nor are these types of positions related to reading scores at either the elementary or high school level. In the case of Special Education positions, this is as expected. Reading scores are provided on a grade level basis in each school where Special Education programs are located. Special Education programs are not located in individual schools because of low reading but by other criteria.

The patterning of Early Childhood positions again displays some interesting relationships to the needs measures used in this study. Early Childhood positions are negatively if moderately correlated to the percent of low income students in the elementary schools (thus replicating the previous finding for all schools). Again this reflects the fact that where need is perhaps the greatest (in the schools with the highest concentrations of Chapter I eligible students), Early Childhood programs may not be available because classroom space is unavailable in some of these schools. In other schools, where there are fewer low income students overall, there may still be a sufficient number of pre-school children from poverty impacted families to sustain an Head Start program. Additionally, the space for this Head Start program may be more available in such schools. However, Early Childhood positions are apparently heavily concentrated in those elementary schools with good reading scores ($r = -0.59$). This suggests that these programs come to be placed in elementary schools where academic achievement of the students is better than in other schools in the system, and thus may not be reaching those students most in need of extra preparation of school entrance. Another interpretation might be that the placement of these programs has raised reading scores in these schools. Only a thorough examination of these programs can solve these questions.

One last finding is important to note in the two tables. The number of total Government Funded positions is modestly but positively correlated to the level of poverty in the elementary schools. Given that the largest of these Government Funded programs is specifically geared to serve schools situated in communities with high levels of poverty, this relationship suggests that these programs are being administered appropriately. Furthermore, the number of total Government Funded positions are

substantially negatively associated with school reading scores. This pattern is apparently the case at the high school level as well, although the findings are not statistically significant. Two of the largest of these Government Funded programs are geared to serve students who are not achieving (for different reasons) at a normal academic level for their age group: Chapter I and Bilingual Education. Empirically, the total number of Government Funded positions are concentrated in schools where reading scores tend to be lower.

C. THE EFFECTS OF RACE AND POVERTY ON THE DISTRIBUTION OF GOVERNMENT FUNDED POSITIONS.

The needs variables used in this study are rather simple. With them, however, we have seen that the Enrichment programs are positively and quite strongly related to the Board's low income measure. Additionally, Bilingual programs are positively correlated to the percent Hispanic, but much more closely to the percent of students who have limited English proficiency. Racial factors are not strongly related to the patterning of Government funded positions. It is, possible, however to examine the combined effects of the racial and low income variables on the patterning of Government Funded Programs. Table 7 presents the correlation coefficients for variables combining race and low income status and types of Government programs. These combined variables measure the distributions of White low income students, Black low income students, and Hispanic low income students.

TABLE 7: ALL SCHOOLS

RELATIONSHIP BETWEEN GOVERNMENT FUNDED POSITIONS BY PROGRAM/PERSONNEL and COMBINED RACIAL COMPOSITION/POVERTY INDICATOR (Pearson's R coefficients)

	WHITE & POOR	BLACK & POOR	HISPANIC & POOR
TYPE OF GOVERNMENT FUNDED PROGRAM			
Enrichment	0.44 **	0.32 **	0.32 **
Bilingual/Bicultural	-0.39 **	-0.18 **	0.11 *
Early Childhood	0.06	-0.05	-0.07
Special Education	-0.10	-0.10	-0.14
Vocational	0.04	0.01	0.04
Administration	0.15 **	0.12 *	0.17 **
TOTAL POSITIONS	0.03	0.06	0.12
TYPE OF GOVERNMENT FUNDED PERSONNEL			
Teacher	0.08	0.05	0.15
Educational Support	-0.09	-0.11	-0.13
Aide	0.07	0.07	0.12
Other	-0.05	-0.13	-0.14

N = 488

* P < .01

** P < .001

The findings are quite striking. First, as found in both the district and school level analyses, neither Vocational nor Special education positions are related to these combined factors. Enrichment positions however are strongly and positively correlated to each of these combination variables. This suggests that regardless of race, Enrichment positions are successfully programmed to serve low income students throughout the Chicago Public School system. In fact, this is clearly seen in the strong correlation for poor White students ($r = 0.44$) which contrasts to a moderate but negative relationship between all White students and Enrichment positions ($r = -0.12$). These findings also show that Bilingual positions are moderately and positively related to the combined variable measuring Hispanic and low income students ($r = 0.11$), while such positions are negatively correlated to the other racial/low income variables. Thus, it appears that poor Hispanic students are those who most require Bilingual Education assistance. Lastly, administrative positions are consistently positively related to all of these combined measures.

TABLE 8: RELATIONSHIPS BETWEEN RACIAL CHARACTERISTICS AND NEEDS INDICATORS
CHICAGO PUBLIC SCHOOLS, 1984-1985 SCHOOL YEAR (Pearson's r correlation coefficients)

	% White	% Black	% Hispanic	% Low Income	% Limited English	Reading Scores
ELEMENTARY SCHOOLS						
% White	1.00	-0.10	0.35 **	-0.14 *	0.08	0.10
% Black	-0.10	1.00	0.05	0.47 **	-0.54 **	-0.01
% Hispanic	0.35 **	0.05	1.00	-0.02	0.25 **	0.05
% Low Income	-0.14 *	0.47 **	-0.20	1.00	-0.13	0.38
% Limited English	0.08	-0.54 **	0.25 **	-0.13 *	1.00	0.19
Reading Scores	0.10	-0.01	0.05	0.38 **	0.19 **	1.00
HIGH SCHOOLS						
% White	1.00	-0.05	0.02	-0.01	-0.04	0.29
% Black	-0.05	1.00	-0.57 **	0.59 **	-0.48 **	0.08
% Hispanic	0.02	-0.57 **	1.00	-0.05	0.74 **	0.14
% Low Income	-0.01	0.59 **	-0.05	1.00	0.02	0.24
% Limited English	-0.04	-0.48 **	0.74 **	0.02	1.00	0.18
Reading Scores	0.39 **	-0.08	0.14	0.24	0.18	1.00

* $p < .01$

** $p < .001$

Government Funded programs have been examined at both the district and school level against the demographic and needs measures available on the school system. The relationships between these demographic and needs indicators are also important to note. These are presented for both elementary and high schools in the sample used for this study. The top portion of Table 8 provides the correlations for elementary schools, the bottom portion for Chicago high schools. Most importantly, the needs measures used by the schools are only moderately intercorrelated. In other words, many of these Government Funded programs are specifically targeted to

students from low income communities or in need of bilingual education. While we have already established that these needs generated Government Funded programs are implemented as expected, these needs measures themselves are capturing different types of needs. These needs are not overlapping needs. The correlation between low income and limited English proficiency is only $r = -0.13$ at the elementary school level, and $r = 0.02$ at the high school level. Perhaps more surprising is that reading scores and limited English proficiency are also only modestly associated ($r = 0.19$ for the elementary schools, and $r = 0.18$ for the high schools). Lastly, and quite unexpectedly, the low income measure and reading scores are positively correlated ($r = 0.38$ at the elementary school level).

D. STAFFING GOVERNMENT FUNDED PROGRAMS: A COMPARISON TO THE STAFFING OF GENERAL OPERATING FUND.

In comparison to the staffing of the general educational program of the Chicago Public School system, Government Funded programs tend to have fewer teachers, but many more aides in the classrooms. The comparison between the types of positions in the general educational fund and Government Funded programs is provided in Table 9.

TABLE 9: STAFFING OF THE GENERAL OPERATING FUND, AND THE GOVERNMENT FUNDED PROGRAMS.
CHICAGO BOARD OF EDUCATION, 1984-1985

	GENERAL OPERATING FUND	GOVERNMENT FUNDED POSITIONS	GOVERNMENT FUNDED PROGRAM CATEGORIES					
			ENRICHMENT	BILINGUAL	EARLY CHILDHOOD	VOCATIONAL	SPECIAL EDUCATION	ADMIN- ISTRATIVE
Teachers	19,510.0 60%	2,106.4 47%	1,031.7 54%	393.0 59%	278.5 42%	39.6 32%	299.6 33%	64.0 28%
Educational Support	2,102.5 6%	230.0 5%	38.0 2%	0.0 0%	33.0 5%	1.0 1%	158.0 18%	0.0 0%
Aides	2,250.6 7%	1,160.8 25%	405.5 21%	192.1 29%	249.0 38%	47.0 38%	261.2 29%	6.0 3%
Administrators and Support	8,735.3 27%	982.0 22%	428.0 22%	83.0 12%	103.0 16%	35.0 29%	176.0 20%	157.0 69%
TOTALS	32,699.5 100%	4,479.2 100%	1,903.2 100%	658.1 100%	663.5 100%	122.5 100%	894.8 100%	227.0 100%

This table provides data on the personnel breakdowns of each of the Government Funded programs and that of the general educational fund for the 1984-1985 school year. The bottom portion of the table provides the percentage comparisons. This shows that the proportion of teachers in the Enrichment and Bilingual programs are relatively comparable to that of the general operating fund. The proportion of teachers is much lower in the Early Childhood, Vocational Education, and Special Education programs, however. Educational support staff is lower in all the Government Funded programs in comparison to the general operating fund. The only exception is the Special Education program which has 17.6% of the total staff in educational support positions. All Government Funded programs have a much higher proportion of aides than the general educational fund. Aides represent about 7% of the general operating staff but 21% of Vocational Education, 29% of Bilingual, and 38% of both Early Childhood and Special Education positions. In the aggregate, the proportion of others positions are comparable between the general operating fund and those in Government Funded programs. More refined examination of the data reveals, however, that Government Funded programs have more administrators (7.1%) than the educational fund (3.6%); and a high number of clerical staff (12.4%) than the operating fund (7.9%). Government Funded programs provide very few maintenance positions in the schools (only 39, or 0.9% of all positions) compared to 14.3% of general educational fund positions.

IV. APPENDIX: STATISTICAL ANALYSIS TECHNIQUES AND INTERPRETATION OF DATA.

First, just what is meant by "variable". A variable is a measurement of a characteristic or property of some unit of analysis, in this case a school. In this study, for instance, reading scores or percent Hispanic represent variables. Measures of these characteristics are available and collected for each school covered in this study. The attempt of this study is to discover if there is a significant relationship between variables in the data set assembled for this study. In fact, there are groups of types of variables in this study: social characteristics variables (percent White, Black, and Hispanic), needs variables (percent low income and limited English proficiency), a performance variable (reading scores), and numerous variables which measure the Chicago Public Schools' assignment of staff through these Government Funded Programs (positions in the Bilingual Education or Early Childhood programs, for instance). Variables, it is important to stress, are quantified measures of these characteristics: for social characteristics, the variable for percent Black ranges from 0% to 100% for specific schools. This is also the case for all other social characteristics variables and needs variables. The number of Government funded positions (and the types of these positions) are also quantified to measure the Board's implementation of these programs.

Throughout this study the question is asked, "What is the "statistical relationship" between the variables which have been collected?" Many things are actually included in the phrase "statistical relationship". First, the question arises whether there is any association between a set of variables (for instance, the percent low income and the number of enrichment positions). What a statistical relationship shows is whether there is a systematic relationship between these variables across all cases in the data set (in this case across all schools analyzed in this study). Since all variables are quantified, the statistical relationship between variables is a mathematical calculation of their association, or "correlation". The analysis in this study is limited to direct, or linear, relationships.

The simplest statistical result is whether the association between two variables is "significant" or by chance. What this means is just how confident one can be in the importance of the association. If there is a high likelihood that the association calculated could have occurred simply by chance, then the relationship calculated between two variables is not especially meaningful. Indeed, among social scientists and others who use statistics, such relationships are not considered "interpretable". In contrast, a calculated relationship between two variables that has a very low probability of being produced by chance, is considered statistically significant. It is conventional to distinguish between levels of significance, and that convention will be followed in this study. Two such levels will be used: a finding that is significant but could have occurred by chance one in every one hundred calculations ($p < .01$) and where a finding is even more significant and could have occurred by chance only one time in a thousand ($p < .001$). In this study, correlation coefficients

that meet at least the first level of significance will be designated in tables with (*), those coefficients that meet the higher criterion of significance ($p < .001$) will be designated with (**).

The second thing a statistical test can indicate is the "direction" of the relationship between two variables. Are these characteristics positively or negatively related to one another? In a positive relationship, the low values of one variable are associated with the low values of the other, and the high values of these variables are also related. A negative association is when the low values of one variable are associated with the high values of the other. An example will make this clearer. In this study it was found that the distribution of Bilingual positions is positively associated with the number of Hispanic students. This means that generally where there are few Hispanic students there are correspondingly few Bilingual positions; where there are higher numbers of Hispanic students there are also high levels of these positions. The correlation is positive. On the other hand, as the percent Blacks in a school increases, the percent of limited English proficient students decrease; the variables are negatively correlated.

A third and important piece of information that a statistical test provides is an actual measure of the "magnitude" of the relationship between two or more variables. This is the mathematical measure of the actual correlation between two variables. This magnitude, at least for the statistical tests used here, is always somewhere between -1 and +1. This "correlation coefficient" is directly interpretable; that is, zero expresses a non-relationship between two variables. A coefficient of +0.7 or above shows that mathematically there is a strong positive relationship between two variables; conversely, a coefficient of -0.8 shows that there is a strong negative association between two variables. Generally, weak associations are characterized by coefficients of 0.1 to 0.3 (or -0.1 to -0.3) and strongly related if the coefficients are 0.6 and higher.

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST UNIT SCHOOL NAME	VOCATIONAL			SPECIAL EDUCATION				ENRICHMENT				BI-LINGUAL BI-CULTURAL				EARLY CHILDHOOD				ADMINISTRATIVE				TOTAL	VACANCIES:G-TOTAL	
	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES		OTHER	
11 2010 ABBOTT							3.0		3.0					1.0	1.0							8.0	0.0	8.0		
19 2020 ADAMS											1.0											1.0	0.0	1.0		
3 2030 AGASSIZ											1.0											1.0	0.0	1.0		
3 2040 ALCOTT							1.0				1.0			1.0	1.0							4.0	0.0	4.0		
20 2710 ALDRIDGE								3.0														3.0	0.0	3.0		
15 2050 ALTGELD								4.0	4.0													8.0	0.0	8.0		
2 1210 AMUNDSEN							1.0		1.0	1.0	3.0											6.0		6.0		
6 2060 ANDERSEN								4.0			2.0	1.0					1.0					8.0	0.0	8.0		
6 2061 ANDERSEN BR	2.0																					2.0	0.0	2.0		
2 4590 ARAI MIDDLE								5.0	5.0		3.0	4.0										17.0	1.0	18.0		
11 2070 ARONKUR								4.0			1.0			1.0	1.0							7.0	0.0	7.0		
7 5700 ARMSTRONG								7.0	1.0													8.0		8.0		
7 5701 ARMSTRONG BRANCH														1.0	1.0							2.0		2.0		
2 2080 ARMSTRONG, G											1.0											1.0	0.0	1.0		
11 2100 ATTUCKS								4.0	4.0			2.0	1.0									10.0	0.0	10.0		
3 2110 AUXURON													2.0	1.0								3.0	0.0	3.0		
7 1220 AUSTIN COMM ACAD								5.0														5.0	0.5	5.5		
17 2130 AVALON PARK								3.5									1.0					4.5	0.0	4.5		
5 2140 AVONDALE											3.0	2.5										5.5	0.0	5.5		
16 6000 BANNEYER								3.5	0.5													4.0		4.0		
4 2160 BARRY																						0.0	1.0	1.0		
2121 BARTELME NORTH						7.0	1.0															8.0	0.0	8.0		
15 2170 BARTON														1.0	1.0							2.0	0.0	2.0		
16 2180 BASS							1.0		2.0	2.0							1.0					6.0	0.0	6.0		
1 2190 BATEMAN											4.0	1.0		1.0	1.0							7.0	0.0	7.0		
13 2200 BEALE								6.0	2.0					1.0	1.0							10.0	0.0	10.0		
13 6540 BEETHOVEN								7.0	6.0								1.0					14.0		14.0		
7 2250 BEIDLER							1.0		3.0	1.0				1.0	1.0							7.0	0.0	7.0		
1 2260 BELDING						0.5																0.5	0.0	0.5		
3 2270 BELL						1.0	1.0	7.0				1.0										10.0	1.0	11.0		
8 8020 BETHUNE ELEM								3.0	3.0													6.0		6.0		
3 2300 BLAINE											2.0	1.0		1.0	1.0							5.0	0.0	5.0		
4990 BLAIR SPECIAL ED						1.0	1.0	2.0														4.0		4.0		
15 1230 BOGAN								1.0	1.0													2.0		2.0		
16 6550 BOND								2.0	1.0													3.0	1.0	4.0		
12 5750 BONTEMPS								4.5	1.5					1.0	1.0							8.0		8.0		
2 2320 BOONE											2.0											2.0	0.0	2.0		
19 1240 BOWEN	1.2							2.0	1.0		4.0	1.0										9.2	1.0	10.2		
17 2340 BRADWELL								6.0	3.0					1.0	1.0		1.0					12.0	0.0	12.0		
18 2360 BRENNAN								3.0									2.0					5.0	0.0	5.0		
2 6600 BRENNEMAN								2.0	3.0		2.5	1.0		1.0	1.0							10.5		10.5		
5 2370 BRENTANO						1.0					2.0	1.0										4.0	0.0	4.0		
19 2390 BRIGHT								3.0			2.0	1.0										6.0	0.0	6.0		
9 2400 BROWN								6.5	8.5					2.0	2.0							19.0	0.0	19.0		
17 2410 BROWNELL							3.0		1.0	1.0												5.0	0.0	5.0		
17 2430 BRYN MAWR								8.0	3.0								1.0					12.0	0.0	12.0		
19 6900 BUCKINGHAM SPED						1.0	6.0	1.0														8.0		8.0		
1 2440 BUDLONG											5	1										6.0		6.0		

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST UNIT SCHOOL NAME		VOCATIONAL			SPECIAL EDUCATION				ENRICHMENT				BI-LINGUAL BI-CULTURAL				EARLY CHILDHOOD				ADMINISTRATIVE				TOTAL	VACANCIES	G-TOTAL	
		TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER			
11	2010 ABBOTT						3.0		3.0						1.0	1.0									8.0	0.0	8.0	
19	2020 ADDAMS										1.0														1.0	0.0	1.0	
3	2030 AGASSIZ										1.0														1.0	0.0	1.0	
3	2040 ALCOTT						1.0				1.0				1.0	1.0									4.0	0.0	4.0	
20	2710 ALDRIDGE								3.0																3.0	0.0	3.0	
15	2050 ALTGELD								4.0	4.0															8.0	0.0	8.0	
2	1210 AMUNDSEN						1.0		1.0	1.0	3.0														6.0		6.0	
6	2060 ANDERSEN								4.0		2.0	1.0					1.0								8.0	0.0	8.0	
6	2061 ANDERSEN BR		2.0																						2.0	0.0	2.0	
2	4590 ARAI MIDDLE								5.0	5.0	3.0	4.0													17.0	1.0	18.0	
11	2070 ARMOUR								4.0		1.0				1.0	1.0									7.0	0.0	7.0	
7	5700 ARMSTRONG								7.0	1.0															8.0		8.0	
7	5701 ARMSTRONG BRANCH														1.0	1.0									2.0		2.0	
2	2090 ARMSTRONG, G										1.0														1.0	0.0	1.0	
11	2100 ATTUCKS								4.0	4.0					1.0	1.0									10.0	0.0	10.0	
3	2110 AUDUBON										2.0	1.0													3.0	0.0	3.0	
7	1220 AUSTIN COMM ACAD								5.0																5.0	0.5	5.5	
17	2130 AVALON PARK								3.5								1.0								4.5	0.0	4.5	
5	2140 AVONDALE										3.0	2.5													5.5	0.0	5.5	
16	6830 BANNEKER								3.5	0.5															4.0		4.0	
4	2160 BARRY																								0.0	1.0	1.0	
	2121 BARTELME NORTH					7.0	1.0																		8.0	0.0	8.0	
15	2170 BARTON														1.0	1.0									2.0	0.0	2.0	
16	2180 BASS						1.0		2.0	2.0							1.0								6.0	0.0	6.0	
1	2190 BATEMAN										4.0	1.0			1.0	1.0									7.0	0.0	7.0	
13	2200 BEALE								6.0	2.0					1.0	1.0									10.0	0.0	10.0	
13	6540 BEETHOVEN								7.0	6.0							1.0								14.0		14.0	
7	2250 BEIDLER						1.0		3.0	1.0					1.0	1.0									7.0	0.0	7.0	
1	2260 BELDING						0.5																		0.5	0.0	0.5	
3	2270 BELL						1.0	1.0	7.0						1.0										10.0	1.0	11.0	
8	8020 BETHUNE ELEM								3.0	3.0															6.0		6.0	
3	2300 BLAINE										2.0	1.0			1.0	1.0									5.0	0.0	5.0	
	4990 BLAIR SPECIAL ED						1.0	1.0	2.0																	4.0		4.0
15	1230 BOGAN								1.0	1.0															2.0		2.0	
16	6550 BOND								2.0	1.0															3.0	1.0	4.0	
12	5750 BONTEMPS								4.5	1.5					1.0	1.0									8.0		8.0	
2	2320 BOONE										2.0														2.0	0.0	2.0	
19	1240 BOWEN		1.2						2.0	1.0	4.0	1.0													9.2	1.0	10.2	
17	2340 BRADWELL								6.0	3.0					1.0	1.0		1.0							12.0	0.0	12.0	
18	2360 BRENNAN								3.0								2.0								5.0	0.0	5.0	
2	6600 BRENNEMAN								2.0	3.0	2.5	1.0			1.0	1.0									10.5		10.5	
5	2370 BRENTANO						1.0				2.0	1.0													4.0	0.0	4.0	
19	2390 BRIGHT								3.0		2.0	1.0													6.0	0.0	6.0	
9	2400 BROWN								6.5	8.5					2.0	2.0									19.0	0.0	19.0	
17	2410 BROWNELL						3.0		1.0	1.0															5.0	0.0	5.0	
17	2430 BRYN MAWR								9.0	3.0							1.0								12.0	0.0	12.0	
19	6980 BUCKINGHAM SPED						1.0	6.0	1.0																8.0		8.0	
1	2440 BUDLONG										5	1													6.0		6.0	

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST UNIT SCHOOL NAME	VOCATIONAL			SPECIAL EDUCATION			ENRICHMENT			BI-LINGUAL BI-CULTURAL			EARLY CHILDHOOD			ADMINISTRATIVE			TOTAL	VACANCIES	G-TOTAL
	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER			
15 6830 BUNCHE							3.0	2.0				1.0	1.0		1.0				8.0		8.0
4 2450 BURBANK					1.0														1.0	0.0	1.0
13 2460 BURKE							4.0	2.0				1.0	1.0						8.0	0.0	8.0
3 2470 BURLEY										1									1.0		1.0
19 2481 BURNHAM BRANCH							0.5												0.5		0.5
10 2510 BURNS										3	2								5.0		5.0
19 2520 BURNSIDE SCHOLAST					1.0							1.0	1.0						3.0	0.0	3.0
6 2530 BURR							3.0	2.0	2.0	1.0									8.0	0.0	8.0
8 2540 BURROUGHS									1										1.0		1.0
4 2550 BYFORD							4.0	2.0											6.0	0.0	6.0
3 2560 BYRD COMM ACAD							3												3.0		3.0
12 2570 BYRNE						1.0													1.0	0.0	1.0
17 2580 CALDWELL				2.0	3.0														5.0	0.0	5.0
9 6610 CALHOUN NORTH							3.0	2.0											5.0		5.0
16 1250 CALUMET							3.0		1.0										4.0		4.0
5 2610 CAMERON							11.0	5.0	2.0	1.0					3.0					3.0	25.0
10 4320 CARIENAS									2.0	1.0									3.0		3.0
14 2630 CARNEGIE					1.0		1.0	3.0											5.0	0.0	5.0
6 2640 CARPENTER					4.0		4.0		2.0	1.0		1.0	1.0		1.0				14.0	1.0	15.0
13 2670 CARTER							4.0	4.0							1.0				9.0	0.0	9.0
20 1850 CARVER	1.2			1.0	2.0		2.0												6.2	2.0	8.2
20 2700 CARVER MIDDLE							2.0	2.0							1.0				5.0	0.0	5.0
9 6730 CATHER				1.0	1.0		2.0					1.0	1.0						6.0		6.0
8 2740 CHALMERS							2.0	3.0				1.0	1.0						7.0	0.0	7.0
2 2750 CHAPPELL									2										2.0		2.0
6 2760 CHASE			1.0				5.0	1.0	3.0	2.0									12.0	0.0	12.0
19 1010 CHICAGO VOC					4.0														4.0		4.0
6 2770 CHOPIN							6.0	1.0	2.0	1.0					1.0				11.0	0.0	11.0
12 2780 CHRISTOPHER					4.0	2.0	5.0												11.0	0.0	11.0
7 6620 CLARK MIDDLE						1.0		4.0							1.0				6.0		6.0
20 2790 CLAY						1.0				1.0									2.0	0.0	2.0
6 1840 CLEMENTE	1.2				2.0		3.0		1.0	3.0	2.0								12.2	1.5	13.7
1 2800 CLEVELAND					6	2													8.0		8.0
2 2810 CLINTON									4	1									5.0		5.0
13 5651 COCKRELL CPC												6.0	3.0	2.0					11.0		11.0
7 7191 COLE CPC												5.0	3.0	2.0					10.0		10.0
8 1880 COLLINS							3.0	1.0											4.0		4.0
13 2840 COLMAN							6.0	6.0							1.0				13.0	0.0	13.0
6 2850 COLOMBUS							3.0		2.0	1.5		1.0	1.0						8.5	0.0	8.5
16 2860 COOK			1.0				4.0	1.0				1.0	1.0						8.0	0.0	8.0
16 1730 COOK COUNTY JAIL					52.0	2.0	6.0	7.0											67.0		67.0
2120 COOK COUNTY JUVENILE					2.0														2.0	0.0	2.0
8 2120 COOK CTY JUVNLE					41.5	2.0	4.0	6.0											53.5	0.0	53.5
3 2880 COONLEY						2.0				2.0									4.0	0.0	4.0
8 2890 COOPER										3.0	2.0								5.0	0.0	5.0
8 7610 COOPER UC	1.2									2.0	2.0								5.2		5.2
12 2900 COPERNICUS							3.0	1.0											4.0	0.0	4.0
10 2910 CORKERY							3.0	2.0	2.0	1.0									8.0		8.0
20 1860 CORLISS	3.0		1.0				3.0		1.0										8.0		8.0

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DIST UNIT SCHOOL NAME	VOCATIONAL			SPECIAL EDUCATION				ENRICHMENT				BI-LINGUAL-BI-CULTURAL				EARLY CHILDHOOD				ADMINISTRATIVE				TOTAL	VACANCIES	G-TOTAL
	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER					
3 7910 COURTENAY					1.0		1.0															2.0		2.0		
9 1270 CRANE									3.5		2.0											5.5		5.5		
9 1020 CREGIER VOC					1.0				3.2													4.2		4.2		
10 2940 CROWN COMM ACAD									3.0		1.0											4.0	0.0	4.0		
12 1820 CURIE METRO									1.0		1.0		3.0									5.0		5.0		
20 3160 CURTIS	1.0								3.0		1.0						3.0					8.0	1.0	9.0		
5 2960 DARWIN									5.0		2.0		3.0		2.0	1.0	1.0		2.0	1.0		17.0	0.0	17.0		
8 2970 DAVIS						2.0						1.0										3.0	0.0	3.0		
17 5063 DAVIS DEV CENTER					2.0		1.0															3.0		3.0		
15 2980 DAMES							1.0								1.0							2.0	0.0	2.0		
6 7420 DE DIEGO COMM	1.2								4.5				4.0		3.0	1.0	1.0		2.0			16.7		16.7		
7 8050 DE PRIEST									4.0										1.0			5.0		5.0		
7 3080 DELAND									1.0		3.0								1.0			5.0	0.0	5.0		
7 3001 DELAND CPC																7.0	3.0	2.0				12.0	0.0	12.0		
17 3010 DENEEN						1.0			2.0													3.0	0.0	3.0		
9 6740 DETT									8.0		4.0											12.0		12.0		
13 3030 DEWEY									3.0													3.0	0.0	3.0		
13 3031 DEWEY CPC																6.0	3.0	1.0				10.0	1.0	11.0		
9 4311 DICKENS CPC													1.0			6.0	3.0	2.0				12.0	1.0	13.0		
2 8000 DISNEY MAG													2.0		1.0							3.0		3.0		
9 3050 DODGE						1.0			2.5		1.0					1.0	1.0					6.5	0.0	6.5		
11 6790 DONOGHUE									3.0											1.0		4.0	1.0	5.0		
11 6791 DONOGHUE CPC																7.0	5.0	2.0				14.0		14.0		
11 3070 DOOLITTLE INTER									2.0		2.0								2.0	1.0		7.0	0.0	7.0		
11 7620 DOOLITTLE WEST									3.0		3.0					2.0	2.0					10.0		10.0		
11 3090 DOUGLAS					4.0		4.0		2.5		2.5											13.0	1.0	14.0		
7 6630 DOUGLASS MIDDLE									6.0		2.0											8.0		8.0		
11 3100 DRAKE									1.0							1.0	1.0		1.0			4.0	0.0	4.0		
11 3101 DRAKE EVGC	2.2																					2.2	0.0	2.2		
6 3120 DRUMMOND									2.0				1.0						1.0			4.0	0.0	4.0		
20 8010 DUBOIS									2.0													2.0		2.0		
14 6860 DULLES									6.0		2.0					1.0	1.0					10.0		10.0		
14 6890 DUMAS									4.0		1.0											5.0		5.0		
14 6891 DUMAS BR																6.0	3.0	2.0				11.0		11.0		
11 1030 DUNBAR VOC						1.0																1.0		1.0		
1 6650 DURSO					13.0	1.0	5.0	3.5														22.5		22.5		
13 1280 DUSABLE	1.2								3.0		1.0											5.2		5.2		
10 6760 DVORAK									2.0		2.0											4.0	1.0	5.0		
13 8070 DYETT									3.0		3.0											6.0		6.0		
15 3130 EARLE									6.0										2.0			8.0	0.0	8.0		
15 3140 EBERHART																						0.0	1.0	1.0		
1 3170 EDGEBROOK																	1.0					1.0	0.0	1.0		
12 3200 EDWARDS													2.0									2.0	0.0	2.0		
11 3210 EINSTEIN									8.0		6.0											14.0	1.0	15.0		
891 EL CENTRO CAUSA BR									4.0		1.0											5.0		5.0		
7 3220 ELLINGTON									4.0													4.0	0.0	4.0		
7 3230 EMMET									4.0		1.0											5.0	0.0	5.0		
16 1680 ENGLEWOOD									3.0				1.0									4.0		4.0		
7 3240 ERICSON						1.0			4.0								1.0					6.0	1.0	7.0		

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST UNIT SCHOOL NAME	VOCATIONAL				SPECIAL EDUCATION				ENRICHMENT				BI-LINGUAL-BI-CULTURAL				EARLY CHILDHOOD				ADMINISTRATIVE				TOTAL	VACANCIES:G-TOTAL	
	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER			
18 3250 ESOMOND																	1.0	1.0							2.0	0.0	2.0
8 3260 EVERETT					2.0		1.0					1.0													4.0	0.0	4.0
18 7990 EVERS							2.0																		2.0	1.0	3.0
4 3270 FALCONER							2.0					2.0													4.0	0.0	4.0
9 4640 FARADAY									6.5	3.0															9.5		9.5
1 3280 FARNSWORTH					1.0		2.0																		3.0	1.0	4.0
10 1300 FARRAGUT					3.2				1.0	1.0		3.0													8.2		8.2
13 3300 FARREN									5.0	6.0															11.0	0.0	11.0
13 6661 FARREN CPC																	6.0	2.0	2.0						10.0	1.0	11.0
20 1310 FENGER	2.0		2.0		1.0				2.0		1.0														8.0		9.0
3 4581 FERGUSON CPC																	8.0	5.0	2.0						15.0		15.0
14 3320 FERMI									2.5	1.0										1.0					4.5	1.0	5.5
18 3330 FERNWOOD									3.0								1.0	1.0							5.0	0.0	5.0
2 3350 FIELD												3.0					1.0	1.0							5.0	0.0	5.0
14 3360 FISKE									2.0	4.0							1.0	1.0							8.0	0.0	8.0
4 1330 FOREMAN							1.0		1.0	1.0		1.0	0.5												4.5		4.5
15 3430 FOSTER PARK					6.0	2.0	4.0																		12.0	2.0	14.0
3 3420 FRANKLIN MAG												1.0													1.0	0.0	1.0
10 7780 FRAZIER ELEM									3.5	2.5							1.0	1.0							8.0		8.0
14 3440 FULLER									4.0	4.0							1.0	1.0							10.0	1.0	11.0
12 3450 FULTON									4.0	4.0		4.0	2.0												14.0	0.0	14.0
5 3460 FUNSTON									6.0	5.0		2.0	1.0							1.0					15.0	0.0	15.0
12 1340 GAGE PARK									2.0	2.0		1.0													5.0		5.0
2 3480 GALE COMM ACAD									2.0			3.0	2.0		1.0	1.0				1.0					10.0	0.0	10.0
19 3490 GALLISTEL LANGUAGE												1.0													1.0	0.0	1.0
1 3510 GARVY					1.0																				1.0	0.0	1.0
10 3520 GARY												3.0	2.0												5.0	0.0	5.0
16 7080 GERSHWIN			1.0						5.0								1.0	1.0							8.0		8.0
9 3540 GLADSTONE									3.0	1.0							1.0	1.0							6.0	0.0	6.0
16 5160 GOETHALS EVGC	1.2		1.0	1.0																					3.2		3.2
5 3560 GOETHE									4.0			3.0	2.0												9.0	0.5	9.5
7 7840 GOLDBLATT									4.0								2.0	2.0							8.0		8.0
15 3290 GOODLOW MAG									2.0			1.0								1.0					4.0	0.0	4.0
2 3590 GOUDY					1.0				3.0	1.0		2.0	4.0		1.0	1.0									13.0	1.0	14.0
13 3600 GRAHAM												1.0					1.0	1.0							3.0		3.0
11 1950 GRAHAM TRAIN CENT					1.0		1.0																		2.0		2.0
9 3610 GRANT									6.0	8.0															14.0		14.0
2 2730 GREELEY									3.0	1.0		2.0	1.0												7.0	0.0	7.0
18 4410 GREEN									2.0																2.0	1.0	3.0
11 3650 GREENE						2.0						1.0													3.0		3.0
10 3660 GREGORY									4.0								1.0	1.0							6.0		6.0
18 3670 GRESHAM									1.0								1.0	1.0		1.0					4.0		4.0
16 7050 GUGGENHEIM									2.0																2.0		2.0
8 3690 GUNSAULUS SCHOLAST						1.0																			1.0		1.0
11 3700 HAINES									3.0	1.0		2.0	1.0		1.0	1.0			0.5						9.5		9.5
11 3701 HAINES BRANCH															1.0										1.0		1.0
12 3710 HALE						4.0																			4.0		4.0
3 3730 HAMILTON												1.0													1.0		1.0
13 3740 HAMLINE									4.0	2.0		4.0	3.0												13.0		13.0

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST UNIT SCHOOL NAME	VOCATIONAL				SPECIAL EDUCATION				ENRICHMENT				BI-LINGUAL BI-CULTURAL				EARLY CHILDHOOD				ADMINISTRATIVE				TOTAL	VACANCIES:G-TOTAL	
	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER			
8 3750 HAMMOND													3.0	2.0			1.0	1.0							7.0		7.0
10 6381 HANSBERRY CPC																	6.0	3.0	2.0						11.0		11.0
4 4770 HANSON PARK					4.0	2.0	4.0						2.0	1.0											13.0	1.0	14.0
19 1350 HARLAN HIGH									1.0	1.0															2.0		2.0
15 1360 HARPER									3.5	2.0															5.5		5.5
14 3780 HARTE							1.0																		1.0		1.0
13 3790 HARTIGAN									4.0	4.0							1.0	1.0			1.0				11.0		11.0
16 3800 HARVARD									2.0	2.0															4.0		4.0
1 3810 HAUGAN													4.0	1.0											5.0	0.5	5.5
3 3830 HAMTHORNE SCHOLAST													2.0	1.0											3.0	1.0	4.0
4 3840 HAY COMM ACAD									4.0	4.0											1.0				9.0		9.0
2 3850 HAYT													1.5	1.0											2.5		2.5
11 3880 HEALY							1.0						1.0	1.0			1.0	1.0							5.0		5.0
12 3890 HEARST									4.0								1.0	1.0			1.0				7.0		7.0
8 3900 HEDGES													2.0	1.0											3.0		3.0
7 3910 HEFFERAN									4.0	2.0							1.0	1.0							8.0		8.0
12 3920 HENDERSON	1.2								6.0	2.0															9.2		9.2
13 3930 HENDRICKS							1.0		1.0								1.0	1.0							4.0		4.0
1 3940 HENRY													1.0												1.0		1.0
10 6570 HENSON									5.0	4.0															9.0		9.0
9 3950 HERBERT					6.0	1.0	4.0		1.0	1.0							1.0	1.0							15.0	2.0	17.0
10 3970 HERZL					1.0		5.0		3.0				1.0												10.0		10.0
10 3971 HERZL CPC												1.0					6.0	3.0	1.0						11.0		11.0
1 4000 HIRBARD													8.0	5.0											13.0		13.0
18 7210 HIGGINS COMM ACAD									2.0								1.0	1.0							4.0		4.0
16 880 HILLIARD									11.0	4.0	5.0														20.0		20.0
16 881 HILLIARD BRANCH									11.0	1.0	3.0														15.0		15.0
16 7250 HINTON									3.0																3.0		3.0
17 1380 HIRSCH METRO							1.0		2.5	1.0	2.0														6.5		6.5
11 4020 HOLDEN					1.0		1.0						1.0				1.0	1.0							5.0		5.0
12 4030 HOLMES							1.0		4.5	3.0							1.0	1.0							10.5		10.5
13 4130 HOPE COMM ACAD									4.0												1.0				5.0		5.0
4 4060 HOME									6.0	3.0							1.0	1.0							11.0		11.0
8 4070 HOWLAND									2.0	2.0							1.5	5.0			1.0				11.5		11.5
15 1670 HUBBARD										1.0															1.0	1.0	2.0
20 8060 HUGHES									1.0																1.0		1.0
10 4110 HUGHES GC									4.0	1.0							1.0	1.0							7.0		7.0
14 1390 HYDE PARK	2.0			1.0	1.0				2.5	1.0															7.5	2.0	9.5
10 1130 INDUST SKL CENTER																									0.0	2.4	2.4
9 4140 IRVING					3.0		2.0		2.0	1.0			1.0												9.0		9.0
9 4160 JACKSON LANG ACAD									1.0	1.0			1.5	0.5											4.0		4.0
18 8090 JACKSON						1.0	5.0		5.0	3.0															14.0		14.0
9 690 JACKSON ADLTD CEN									10.0	2.0	3.0														15.0	1.0	16.0
5 4170 JAHN													1.0												1.0		1.0
2 4180 JAMIESON							2.0						2.0												4.0	1.0	5.0
9 4190 JEFFERSON									2.0								1.0	1.0							4.0		4.0
3 4200 JENNER				1.0					11.0	4.0							1.0	1.0			3.0				21.0		21.0
9 6920 JENSEN SCHOLAST									3.0	5.0															8.0		8.0
8 6940 JOHNSON									1.5	0.5															2.0		2.0

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST	UNIT	SCHOOL NAME	VOCATIONAL				SPECIAL EDUCATION				ENRICHMENT				BI-LINGUAL/BI-CULTURAL				EARLY CHILDHOOD				ADMINISTRATIVE				TOTAL	VACANCIES		% TOTAL
			TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER				
	8	6941 JOHNSON CPC																6.0	3.0	2.0						11.0		11.0		
15	2330	JOPLIN								3.0	2.0															5.0	0.0	5.0		
9	5971	JOYNER CPC																6.0	3.0	2.0						11.0		11.0		
8	1890	JUAREZ	4.0			1.0	1.0				1.0	1.0		3.0												11.0		11.0		
18	1870	JULIAN									1.0	1.0														2.0		2.0		
8	4230	JUNGMAN									3.0			3.0	2.0		1.0	1.0								10.0		10.0		
10	3370	KANDON MAG									3.5			3.0	2.0				0.5							9.0	2.0	11.0		
8	1400	KELLY									1.0	1.0		3.0												5.0		5.0		
5	1410	KELVYN PARK						1.0			2.0	2.0		2.0												7.0		7.0		
12	1420	KENNEDY									1.0	1.0		1.0												3.0		3.0		
14	1710	KENWOOD ACAD					2.0	2.0																		4.0		4.0		
16	4270	KERSHAW									2.0	1.0														3.0		3.0		
7	4280	KEY									5.0	2.0							1.0	1.0						9.0		9.0		
2	4300	KILMER												2.5												2.5		2.5		
9	4310	KING									5.0	3.0		1.0												9.0		9.0		
12	4330	KINZIE					1.0	4.0																		5.0		5.0		
20	4360	KOHN			1.0						6.0	4.0					1.0	1.0								13.0		13.0		
8	4370	KOMENSKY												2.0	1.0											3.0		3.0		
6	4380	KOSCIUSKO									8.0	1.0		3.0	2.0											14.0		14.0		
14	4390	KOZMINSKI COM ACAD															2.0									2.0		2.0		
6	4400	LAFAYETTE									11.0			4.0	2.0		2.0	2.0								21.0		21.0		
3	1430	LAKEVIEW									1.0	1.0		1.0												3.0		3.0		
3	1440	LANE						1.0																		1.0		1.0		
19	1910	LAS CASAS OCC					1.0																			1.0		1.0		
8	6750	LATHROP									4.0	1.0					1.5	4.0								10.5		10.5		
10	4430	LAWDALE COMM ACAD									2.0	2.0														4.0		4.0		
3	4440	LEMOYNE					2.0	6.0						2.0	1.0		1.0	1.0								13.0		13.0		
4	4450	LEWIS												1.0												1.0		1.0		
12	4470	LIBBY									4.0	6.0		2.0	2.0											14.0		14.0		
3	4480	LINCOLN					5.0								1.0											6.0		6.0		
3	1620	LINCOLN PARK												1.0												1.0		1.0		
5	4490	LINNE						3.0						1.0			1.0	1.0								6.0		6.0		
4	4500	LLOYD												1.0	1.0											2.0		2.0		
4	4510	LOCKE												1.0												1.0		1.0		
4	4530	LOVETT					6.0	1.0	3.0																	10.0		10.0		
16	6580	LOW UPPER GRADE			1.0		1.0				1.0	1.0														4.0		4.0		
5	4540	LOWELL									7.5	6.0		3.0	2.0		1.0	1.0		1.0					21.5		21.5			
19	4550	LUELLA						1.0			3.0															4.0		4.0		
4	4560	LYON						3.0																		3.0		3.0		
17	4570	MADISON									4.0	2.0					1.0	1.0								8.0	1.0	9.0		
3	4580	MANIERRE									4.0															4.0		4.0		
8	1460	MANLEY	1.4				1.0	1.0			3.5	2.0														8.9		8.9		
7	6590	MARCONI COMM									3.0	1.0					1.0	1.0								6.0		6.0		
15	4620	MARQUETTE												2.0	1.0											3.0		3.0		
19	4630	MARSH												1.0												1.0		1.0		
9	1470	MARSHALL						1.0			3.5	1.0	1.0													6.5		6.5		
2	3591	MARTI (GOUDY BRCH)												1.0												1.0	0.0	1.0		
14	1760	MARTIN L KING					1.0				3.5	1.0	1.0													6.5		6.5		
10	4651	MASON CPC															6.0	3.0	3.0							12.0		12.0		

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST UNIT SCHOOL NAME	VOCATIONAL			SPECIAL EDUCATION				ENRICHMENT				BI-LINGUAL BI-CULTURAL				EARLY CHILDHOOD				ADMINISTRATIVE				TOTAL	VACANCIES	G-TOTAL
	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER		
10 4650 MASON INTER									4.0	2.5														6.5		6.5
2 1480 MATHER					3.0		2.0					1.0												6.0		6.0
7 4670 MAY									5.0								2.0	2.0		1.0	1.0			11.0		11.0
3 4680 MAYER												1.0												1.0		1.0
11 4700 MAYO									1.0	1.0							1.0	1.0		1.0				5.0		5.0
2 6911 MCCUTCHEON BR																2.0								2.0		2.0
4821 MCKINLEY EVGC									1.0	1.0														2.0		2.0
9 4820 MEDILL INTER									2.0	2.0														4.0		4.0
9 4810 MEDILL PRIM									4.0	1.0							1.0	1.0						7.0		7.0
7 7190 MELODY									3.0	4.0														7.0		7.0
18 3190 METCALFE MAG									3.0	1.0			1.0											5.0	3.0	8.0
9 6921 MILLER CPC																	5.0	3.0	2.0					10.0		10.0
6 4840 MITCHELL									2.0	2.0		2.0	1.0											7.0		7.0
14 6950 MOLLISON									2.5	2.0														4.5	1.5	6.0
5 4850 MONROE												2.0	1.5											3.5		3.5
9 4860 MONTEFIORE					2.0	3.0			4.0	1.0		1.0												12.0		12.0
6 4870 MOOS									4.0			3.0	3.0				1.0	1.0		1.0				13.0		13.0
18 4830 MORGAN								3.0	2.0															5.0		5.0
18 1490 MORGAN PARK					5.0				1.0	1.0														7.0		7.0
15 4890 MORRILL												1.0												1.0		1.0
5 4900 MORSE									4.0															4.0		4.0
5 6800 MORTON UPPER									4.0															4.0		4.0
5 5000 MOZART												2.0	1.0											3.0		3.0
18 4940 MT GREENWOOD							1.0																	1.0		1.0
3 5010 MULLIGAN									1.0															1.0		1.0
11 4710 MCCLELLAN																	1.0	1.0						2.0	1.0	3.0
13 6820 MCCOY									3.0	1.0														4.0		4.0
10 4720 MCCORMICK												4.0	2.0											6.0		6.0
14 4740 MCCOSH							1.0		4.0	5.0							1.0	1.0						12.0		12.0
2 6910 MCCUTCHEON									4.0			3.0	2.0				1.0	1.0						11.0		11.0
7 1930 McLAREN OCC							1.0	1.0																2.0		2.0
2 4800 McPHERSON		1.2										4.0	2.0											7.2		7.2
17 3720 N HEROES ACAD									2.0	2.0		2.0	1.0											7.0		7.0
3 1050 N. CAREER MAG												1.0	1.0											2.0		2.0
7 5050 NASH		1.2							5.0	2.0		1.0												9.2		9.2
6 4970 NEAR N SPED CENTER					2.0	1.0	9.0																	12.0	1.0	13.0
17 5060 NEIL					4.0	2.0	4.0																	10.0		10.0
3 5070 NETTELHORST					4.0		7.0					1.0												12.0	2.0	14.0
12 5090 NIGHTINGALE												2.0					1.0	1.0						4.0		4.0
5 5100 NIXON												2.0	1.0											3.0		3.0
5 5110 NOBEL												2.0	1.0											3.0		3.0
1 1690 NORTHSIDE CENTER					1.0																			1.0		1.0
1 5120 NORWOOD PARK												1.0												1.0		1.0
1 6190 O A THORP ACAD							1.0																	1.0		1.0
17 5180 O'KEEFE									6.0	2.0							1.0	1.0						10.0	1.5	11.5
15 5230 O'TOOLE									6.0											1.0				7.0		7.0
14 5130 OAKENWALD N									2.0															2.0		2.0
14 5132 OAKENWALD N CPC																	6.0	3.0	1.0					10.0	1.0	11.0
14 7700 OAKENWALD S INTER			1.0						2.0	3.0														6.0		6.0

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST UNIT SCHOOL NAME	VOCATIONAL			SPECIAL EDUCATION			ENRICHMENT			BI-LINGUAL BI-CULTURAL			EARLY CHILDHOOD			ADMINISTRATIVE			TOTAL	VACANCIES	TOTAL
	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER			
3 4890 DBT INTER AMERICAN									1.0	1.0									2.0	1.0	3.0
16 5170 OGLESBY							3.0	2.0											5.0		5.0
10 6571 OLIVE CPC													6.0	3.0	2.0				11.0		11.0
5 1830 ORR				1.0	1.0		3.0		1.0	1.0			1.0						9.0		9.0
6 5220 OTIS							5.0	1.0	2.0	1.0			1.0	1.0					11.0		11.0
13 6960 OVERTON							3.0	4.0											7.0		7.0
6961 OVERTON CPC													6.0	3.0	2.0				11.0		11.0
15 5240 OWEN					1.0														1.0		1.0
10 6930 PADEREWSKI	1.2						3.0	2.0					1.0	1.0					8.2		8.2
17 5290 PARK MANOR							2.0	1.0					1.0	1.0					5.0		5.0
16 5270 PARKER COMM							2.0	1.0											3.0		3.0
16 5271 PARKER CPC													6.0	3.0	2.0				11.0		11.0
13 5280 PARKMAN							1.0	1.0											2.0		2.0
17 5300 PARKSIDE COMM							3.0												3.0		3.0
6 5330 PEABODY							3.0	1.0	2.0	1.0									7.0		7.0
12 5340 PECK									1.0										1.0		1.0
2 5360 PEIRCE									5.5	2.0									7.5		7.5
10 5370 PENN				3.0	1.0		4.5	1.5											10.0		10.0
19 5380 PERRY							3.0	1.0											4.0		4.0
11 5400 PERSHING MAG							1.0												1.0		1.0
1 5410 PETERSON									2.0										2.0		2.0
11 1510 PHILLIPS		6.0	3.0	2.0			3.5	2.0											16.5		16.5
5 5210 PICCOLO ELEM									2.0	1.0		1.0	1.0						5.0		5.0
5 7400 PICCOLO MIDDLE							5.0	1.0	2.0	1.0					1.0				10.0		10.0
8 5430 PICKARD									2.0	1.0									3.0		3.0
8 4210 PILSEN COMM ACAD					1.0		4.0	1.0	4.0	3.0		2.0	2.0						17.0	1.0	18.0
8 5450 PLAMONDON							1.0		1.0	0.5									2.5	0.5	3.0
8 5480 POPE	1.2				1.0		1.0	1.0	1.0			1.0	1.0						7.2	1.0	8.2
17 7010 POWELL		1.0		1.5			4.0												6.5		6.5
5 5500 PRESCOTT									1.0	1.0									2.0	1.0	3.0
14 6810 PRICE							5.0	4.0				1.0	1.0						11.0		11.0
1 5510 PRUSSING					1.0														1.0		1.0
5 5520 PULASKI							4.0	3.0	3.0	3.0		1.0	1.0		1.0				16.0	1.0	17.0
20 5530 PULLMAN							5.0		1.0			1.0	1.0						8.0		8.0
15 3550 RANDOLPH MAG							4.0	2.0	2.0	1.0									9.0	0.0	9.0
15 5540 RASTER							5.0												5.0		5.0
3 5550 RAVENSWOOD									2.0	1.5									3.5	1.0	4.5
14 5560 RAY					2.0														2.0	1.0	3.0
11 5570 RAYMOND		1.0		3.0	2.0		3.0	2.0				1.0	1.0		1.0				14.0	2.0	16.0
14 5530 REAVIS				1.0	1.0		2.0	2.0				2.0	2.0						10.0		10.0
16 6870 REED							1.0	1.0				1.0	1.0						4.0		4.0
5 5590 REILLY									2.0										2.0		2.0
4 5600 REINBERG				2.0	5.0				1.0										8.0	2.0	10.0
17 5610 REVERE							4.0			0.5									4.5	1.0	5.5
9 5620 RIIS							10.0					1.0	1.0						12.0		12.0
16 1320 ROBESON							3.5	2.0											5.5		5.5
7 7140 ROENTGEN EVGC	2.2																		2.2		2.2
2 5630 ROGERS					1.0														1.0		1.0
1 1520 ROOSEVELT							1.0	1.0	3.0										5.0		5.0

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST UNIT SCHOOL NAME	VOCATIONAL			SPECIAL EDUCATION			ENRICHMENT			BI-LINGUAL BI-CULTURAL			EARLY CHILDHOOD			ADMINISTRATIVE			TOTAL	VACANCIES	G-TOTAL
	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER	TEACH	E.S.	AIDES OTHER			
13 5650 ROSS							5.0	1.0											6.0		6.0
17 5660 RUGGLES					1.0														1.0		1.0
18 5670 RYDER				3.0	4.0		2.0	2.0					1.0	1.0					13.0		13.0
5 5680 RYERSON							6.0						1.0	1.0		1.0			9.0		9.0
6 7790 SABIN MAG							1.0			2.0	1.0								4.0		4.0
8 4212 SALAZAR (PILSN BR)										2.0	2.0								4.0	1.0	5.0
8 4250 SALCEDO MAG										2.0	2.0	1.0							3.0		3.0
17 6900 SARBARD							3.0	3.0											6.0		6.0
4 5730 SCAMMON					1.0					1.0									2.0	1.0	3.0
20 5740 SCANLAN							4.0	2.0								1.0			7.0		7.0
3 5760 SCHILLER							3.0	2.0								1.0			6.0		6.0
5 5790 SCHNEIDER							2.0	1.0		1.0									4.0		4.0
4 5800 SCHUBERT										1.0									1.0	1.0	2.0
4 1530 SCHURZ	1.2			1.0	2.0		1.0	1.0		3.0									9.2		9.2
2 1541 SEEN METRO BR				1.0															1.0		1.0
2 1540 SENN					4.0		1.0	1.0		15.0	17.0	1.0							39.0		39.0
13 5820 SEWARD										3.0	2.0		2.0	2.0					9.0		9.0
14 5830 SEXTON AO					1.0		4.5						1.0	1.0					7.5		7.5
14 5850 SHAKESPEARE							3.0						1.0	1.0					5.0		5.0
19 5880 SHERIDAN										3.0	4.0		1.0	1.0					9.0	1.0	10.0
11 4920 SHERIDAN MAG							1.0	1.0			1.0								3.0		3.0
12 5890 SHERMAN							6.0	5.0											11.0	1.0	12.0
13 5900 SHERWOOD				1.0			2.0												3.0		3.0
8 5910 SHIELDS					1.0					1.0									2.0		2.0
18 5930 SHOOD							4.0	1.0											5.0		5.0
9 5940 SKINNER				11.0	1.0	12.0	2.0												26.0		26.0
19 3870 SMITH																			0.0	0.5	0.5
1 5960 SMYER										1.0									1.0		1.0
9 5970 SMYTH							7.0	1.0											8.0		8.0
17 1550 SOUTH SHORE							2.0	2.0											4.0	1.0	5.0
9 1650 SPALDING				2.0	3.0	6.0													11.0		11.0
9 5991 SPALDING BRANCH				1.0	2.0														3.0		3.0
9 5990 SPALDING ELEM				3.0	1.0	11.0													15.0	1.0	16.0
7 6000 SPENCER							11.0	3.0					1.0	1.0					16.0		16.0
8 6010 SPRY										4.0	4.0								8.0		8.0
16 7760 STAGG					1.0		3.0	2.0											6.0		6.0
4 1560 STEINMETZ							1.0	1.0		1.0									3.0		3.0
15 6030 STEVENSON				2.0	2.0					1.0									5.0		5.0
2 6040 STEWART					2.0		4.0			4.0	2.0		1.0	1.0					14.0		14.0
2 6060 STOCKTON							4.0	3.0		2.0	5.5								14.5	1.0	15.5
2 6061 STOCKTON CPC													6.0	3.0	2.0				11.0		11.0
2 6070 STONE ACAD				0.5						3.0	1.0								4.5		4.5
5 6080 STONE							7.0	1.0		3.0	2.0					1.0			14.0	1.0	15.0
760 STURGIS ADULT CEN																				1.0	1.0
9 6090 SUDER							4.5	2.0					1.0	1.0					8.5		8.5
2 1570 SULLIVAN										1.0									1.0		1.0
17 6100 SULLIVAN ELEM										2.0	1.0		1.0	1.0					5.0		5.0
10 6110 SUMNER							3.0												3.0		3.0
2 6130 SWIFT							3.0	1.0		2.0	1.0		1.0	1.0					9.0		9.0

TABLE 10: GOVERNMENT FUNDED PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS, BY TYPE AND PROGRAM, 1984-1985 SCHOOL YEAR

DIST	UNIT	SCHOOL NAME	VOCATIONAL				SPECIAL EDUCATION				ENRICHMENT				BI-LINGUAL/BI-CULTURAL				EARLY CHILDHOOD				ADMINISTRATIVE				TOTAL	VACANCIES	G-TOTAL
			TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER	TEACH	E.S.	AIDES	OTHER			
	6	6140 TALCOTT					1.0		1.0		5.0		1.0		2.0		1.0					1.0			12.0		12.0		
	17	6970 TANNER									3.0		1.0				1.0		1.0					6.0		6.0			
	19	6150 TAYLOR						1.0						1.0										2.0		2.0			
	13	6840 TERREL									7.0		3.0											10.0		10.0			
	19	6180 THORP									6.0				2.0		1.0		1.0		1.0			12.0		12.0			
	19	6181 THORP BRANCH	2.0																					2.0		2.0			
	13	1590 TILDEN									4.5		1.0		1.0									6.5		6.5			
	7	6210 TILTON									8.0		1.0				1.0		1.0					11.0		11.0			
	12	6220 TONTI					2.0		1.0				2.0											5.0		5.0			
	2	6230 TRUMBULL						1.0					3.0		3.0		3.0							7.0		7.0			
	3	7500 TRUTH									3.0		1.0											4.0		4.0			
	3	7901 TRUTH CPC															10.0		6.0	2.0				18.0	1.0	19.0			
	12	6240 TWAIN												1.0										1.0		1.0			
	20	6260 VAN VLISSINGEN										6.0						1.0		1.0		1.0		9.0		9.0			
	1	6270 VOLTA									2.0		0.5											2.5	1.0	3.5			
	6	6280 VON HUMBOLDT									13.5		6.0									3.0		22.5		22.5			
	6	6282 VON HUMBOLDT CPC															6.0		3.0	2.0				11.0	1.0	12.0			
	1	1610 VON STEUBEN												1.0										1.0		1.0			
	1	6290 VON STEUBEN VC												1.5										1.5		1.5			
	14	6300 WADSWORTH									4.0		1.0									1.0		6.0		6.0			
	14	6301 WADSWORTH CPC															5.0		3.0	2.0				10.0		10.0			
	8	6320 WALSH							1.0					2.0		1.0		1.0		1.0				6.0		6.0			
	5	5470 WARD									3.0		2.0				1.0		1.0			1.0		8.0		8.0			
	11	6330 WARD					1.0		2.0					1.0										4.0	3.0	7.0			
	10	1090 WASHBURN TRAIL									1.2													1.2		1.2			
	20	1630 WASHINGTON									1.0		1.0											2.0		2.0			
	20	6261 WASHINGTON BRANCH									1.0													1.0		1.0			
	1	6370 WATERS												2.0										2.0		2.0			
	10	6380 WEBSTER									1.0													1.0		1.0			
	6	1640 WELLS	2.4				4.0		1.0		2.0		2.0		2.0		1.0							14.4		14.4			
	16	6390 WENTWORTH									3.0		3.0											6.0		6.0			
	18	6400 WEST PULLMAN									7.0				0.5		2.0		2.0					11.5		11.5			
	16	7260 WESTCOTT									3.0		1.0				1.0		1.0					6.0		6.0			
	7	1160 WESTINGHOUSE															1.0		2.0	1.0				4.0		4.0			
	20	2691 WHEATLEY CPC									7.0		5.0	1.0					1.0					14.0	0.0	14.0			
	18	6420 WHISTLER						2.0									1.0		1.0					4.0		4.0			
	10	6440 WHITNEY												3.0		2.0								5.0		5.0			
	8	6450 WHITTIER												3.0		2.0		1.0		1.0				7.0		7.0			
	6	6460 WICKER PARK									4.0				1.0		1.0		1.0					7.0		7.0			
	11	6490 WILLIAMS									7.0						1.0		1.0		1.0	1.0		11.0		11.0			
	1	1920 WILSON																						0.0	1.0	1.0			
	14	7822 WOODSON CPC																6.0		3.0	2.0			11.0		11.0			
	14	7750 WOODSON NORTH									2.0		1.0				1.0		1.0					5.0	1.0	6.0			
	14	7820 WOODSON SOUTH									3.0													3.0		3.0			
	5	7500 WRIGHT									2.0		1.0											3.0		3.0			
	16	6500 YALE									2.0		2.0											4.0		4.0			
	6	6510 YATES									11.0		2.0		2.0		2.0				1.0			18.0		18.0			
	4	6520 YOUNG	1.2												1.0									2.2		2.2			
	9	1810 YOUNG MAG *					2.0		3.2															5.2		5.2			

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
2010	11	ABBOTT	76.1%	0.2%	4.5	1.0%	98.0%	1.0%	8.0
2020	19	ADDAMS	11.1%	6.3%	6.1	59.0%	10.0%	31.0%	1.0
2030	3	AGASSIZ	33.6%	22.2%	4.8	25.0%	18.0%	53.0%	1.0
2040	3	ALCOTT	28.0%	5.3%	6.0	20.0%	33.0%	42.0%	4.0
2710	20	ALDRIDGE	74.8%	0.2%	5.7	0.0%	100.0%	0.0%	3.0
2050	15	ALTGELD	59.2%	0.0%	5.0	0.0%	100.0%	0.0%	8.0
1210	2	AMUNDSEN HIGH	20.4%	16.8%	8.5	51.0%	9.0%	28.0%	6.0
2060	6	ANDERSEN	60.4%	26.2%	4.7	10.0%	16.0%	73.0%	8.0
4590	2	ARAI MIDDLE	62.6%	21.9%	6.6	13.0%	44.0%	21.0%	18.0
2070	11	ARMOUR	45.4%	19.8%	5.1	45.0%	0.0%	53.0%	7.0
2080	2	ARMSTRONG, GEORGE	11.1%	6.7%	6.4	40.0%	31.0%	17.0%	1.0
5700	7	ARMSTRONG, LOUIS	47.9%	0.0%	5.0	0.0%	100.0%	0.0%	8.0
5701	7	ARMSTRONG BRANCH	47.9%	0.0%	2.1	.0%	100.0%	0.0%	2.0
2100	11	ATTUCKS	99.4%	0.0%	4.5	0.0%	100.0%	0.0%	10.0
2110	3	AUDOBON	29.1%	19.4%	5.4	45.0%	2.0%	50.0%	3.0
1220	7	AUSTIN COMM ACADEMY	57.8%	0.0%	6.8	.0%	100.0%	.0%	5.5
2130	17	AVALON PARK	49.9%	0.0%	5.0	0.0%	100.0%	0.0%	4.5
2140	5	AVONDALE	35.9%	44.3%	4.3	16.0%	4.0%	78.0%	5.5
6880	16	BANNEKER	69.7%	0.0%	4.7	0.0%	100.0%	0.0%	4.0
2160	4	BARRY	10.3%	8.2%	5.5	49.0%	6.0%	38.0%	1.0
2170	15	BARTON	42.6%	0.0%	5.5	0.0%	100.0%	0.0%	2.0
2180	16	BASS	80.6%	0.2%	4.6	.0%	100.0%	0.0%	6.0
2190	1	BATEMAN	18.6%	23.7%	4.7	45.0%	2.0%	33.0%	7.0
2200	13	BEALE	53.2%	0.0%	5.1	0.0%	100.0%	0.0%	10.0
6661	1	BEASLEY BRANCH	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	11.0
6540	13	BEETHOVEN	93.7%	0.0%	4.6	0.0%	100.0%	0.0%	14.0
2250	7	BEIDLER	74.0%	0.3%	4.6	0.0%	0.0%	0.0%	7.0
2260	1	BELDING	4.2%	7.4%	5.8	58.0%	11.0%	18.0%	0.5
2270	3	BELL	10.8%	3.8%	7.3	52.0%	13.0%	23.0%	11.0
8020	8	BETHUNE ELEMENTARY	59.7%	0.1%	4.6	1.0%	100.0%	0.0%	6.0
2300	3	BLAINE	37.1%	17.9%	5.4	24.0%	9.0%	62.0%	5.0
4990	0	BLAIR SPEC ED	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	4.0
1230	15	BOGAN HIGH	26.4%	1.2%	9.6	45.0%	30.0%	22.0%	2.0
6550	16	BOND	57.9%	0.0%	4.8	0.0%	100.0%	0.0%	4.0
5750	12	BONTEMPS	77.6%	0.0%	5.1	0.0%	100.0%	.0%	8.0
2320	2	BOONE	4.2%	15.4%	6.4	57.0%	9.0%	11.0%	2.0
1240	19	BOWEN HIGH	46.3%	13.1%	7.6	.0%	50.0%	50.0%	10.2
2340	17	BRADWELL	66.2%	0.0%	4.6	0.0%	100.0%	0.0%	12.0
2370	5	BRANTANO	34.7%	15.4%	5.1	24.0%	2.0%	73.0%	4.0
2360	18	BRENAN	52.9%	0.0%	5.0	.0%	100.0%	.0%	5.0
6600	2	BRENNEMAN	48.7%	24.0%	5.1	7.0%	57.0%	26.0%	10.5
2390	19	BRIGHT	55.4%	17.7%	4.7	11.0%	11.0%	78.0%	6.0
2400	9	BROWN	78.3%	0.0%	4.6	0.0%	100.0%	0.0%	19.0
2410	17	BROWNELL	67.0%	0.2%	5.4	0.0%	100.0%	0.0%	5.0
2430	17	BRYN MAWR	50.4%	0.0%	5.1	0.0%	100.0%	0.0%	12.0
6980	19	BUCKINGHAM BR OF WARREN	0.0%	0.0%	0.0	6.0%	84.0%	0.1%	8.0
2440	1	BUDLONG	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	6.0
6830	15	BUNCHE	51.4%	0.0%	4.6	78.0%	100.0%	0.0%	8.0

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
2450	4	BURBANK	21.6%	3.2%	6.8	51.0%	26.0%	16.0%	1.0
2460	13	BURKE	80.6%	0.0%	4.7	0.0%	100.0%	0.0%	8.0
2470	3	BURLEY	29.0%	24.9%	5.2	42.0%	21.0%	54.0%	1.0
2481	19	BURNHAM BRANCH	51.6%	0.0%	6.1	0.0%	100.0%	0.0%	0.5
2510	10	BURNS	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	5.0
2520	19	BURNSIDE SCHOLASTIC	42.0%	1.4%	5.7	6.0%	91.0%	1.5%	3.0
2530	6	BURR	51.0%	17.5%	5.1	7.0%	5.0%	86.0%	8.0
2540	8	BURROUGHS	30.8%	7.8%	6.4	51.0%	11.0%	38.0%	1.0
2550	4	BYFORD	50.2%	0.0%	4.6	0.0%	99.0%	80.0%	6.0
2560	3	BYRD COMMUNITY ACADEMY	69.1%	0.0%	4.2	0.0%	99.0%	50.0%	3.0
2570	12	BYRNE	5.3%	0.7%	5.5	69.0%	22.0%	73.0%	1.0
2580	17	CALDWELL	32.3%	0.0%	5.6	0.0%	99.0%	0.3%	5.0
6610	9	CALHOUN NORTH	56.8%	0.1%	4.7	0.0%	100.0%	0.0%	5.0
1250	16	CALUMET HIGH	50.7%	0.1%	7.1	.0%	100.0%	0.0%	4.0
2610	5	CAMERON	55.3%	16.0%	5	2.5%	45.8%	51.3%	25.0
4320	10	CARDENAS	42.0%	42.4%	3.3	1.0%	2.0%	97.0%	3.0
2630	14	CARNEGIE	64.7%	0.0%	5.3	0.0%	100.0%	0.0%	5.0
2640	6	CARPENTER	51.7%	17.9%	4.6	4.4%	22.0%	74.0%	15.0
2670	13	CARTER	72.8%	0.0%	4.5	0.0%	100.0%	0.0%	9.0
1850	20	CARVER HIGH	67.6%	0.1%	7.6	.0%	100.0%	0.0%	8.2
2700	20	CARVER MIDDLE	76.8%	0.0%	4.7	0.0%	100.0%	0.0%	5.0
6730	9	CATHER	64.8%	0.2%	4.6	0.0%	100.0%	.0%	6.0
2740	8	CHALMERS	79.8%	0.0%	4.7	0.0%	100.0%	0.0%	7.0
2750	2	CHAPPELL	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	2.0
2760	6	CHASE	51.0%	40.0%	4.6	15.0%	33.0%	82.0%	12.0
1010	19	CHICAGO VOCATIONAL	50.2%	0.0%	8.6	0.0%	100.0%	0.0%	4.0
2770	6	CHOPIN	59.0%	30.5%	5.1	6.8%	12.0%	81.0%	11.0
2780	12	CHRISTOPHER	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	11.0
6620	7	CLARK MIDDLE	59.8%	0.0%	6.6	0.0%	100.0%	0.0%	6.0
2790	20	CLAY	28.9%	6.8%	5.5	55.0%	34.0%	8.8%	2.0
1840	6	CLEMENTE HIGH	59.3%	11.6%	7.4	5.0%	15.0%	77.0%	13.7
2800	1	CLEVELAND	6.7%	15.1%	5.5	62.0%	59.0%	0.3%	8.0
2810	2	CLINTON	14.0%	20.6%	5.4	55.0%	16.0%	0.4%	5.0
1880	8	COLLINS HIGH	72.9%	0.0%	6.8	0.0%	100.0%	0.0%	4.0
2840	13	COLMAN	81.1%	0.1%	4.7	0.0%	100.0%	0.0%	13.0
2850	6	COLUMBUS	45.0%	44.0%	4.8	20.0%	2.0%	77.0%	8.5
2860	8	COOK	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	8.0
2120	8	COOK COUNTY JUVENILE	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	53.5
2880	3	COONLEY	13.5%	16.9%	5.4	57.0%	8.0%	28.0%	4.0
2890	8	COOPER	33.7%	37.2%	4.8	2.2%	2.0%	96.0%	5.0
7610	8	COOPER VOC	40.2%	26.3%	7.1	3.0%	2.0%	1.0%	5.2
2900	12	COPERNICUS	76.6%	0.0%	4.8	0.0%	100.0%	0.0%	4.0
2910	10	CORKERY	43.7%	17.8%	5.2	1.0%	33.0%	66.0%	8.0
1860	20	CORLISS HIGH	45.5%	0.1%	8.2	0.0%	100.0%	1.0%	8.0
7910	3	COURTENAY	0.0%	0.0%	0.0	39.0%	23.0%	0.3%	2.0
1270	9	CRANE HIGH	82.5%	0.1%	7.0	0.0%	100.0%	.0%	5.5
1020	9	CREGIER VOCATIONAL	77.9%	0.0%	7.3	0.0%	100.0%	.0%	4.2
2940	10	CROWN COMMUNITY ACADEMY	50.6%	0.0%	5.1	1.0%	92.0%	8.0%	4.0

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
1820	12	CURIE METRO	34.6%	2.2%	9.6	38.0%	25.0%	33.0%	5.0
3160	20	CURTIS	57.6%	2.9%	4.7	0.0%	95.0%	5.0%	9.0
2960	5	DARWIN	55.5%	25.1%	4.8	9.0%	10.0%	81.0%	17.0
2970	8	DAVIS	24.6%	16.1%	5.0	32.0%	1.0%	65.0%	3.0
5063	17	DAVIS DEVEL CENTER	0.0%	0.0%	0.0	10.0%	83.0%	7.0%	3.0
2980	15	DAMES	5.8%	8.3%	5.7	66.0%	22.0%	10.0%	2.0
7420	6	DE DIEGO COMMUNITY	53.1%	28.9%	4.7	2.0%	18.0%	0.8%	16.7
8050	7	DE PRIEST	75.9%	0.0%	4.7	0.0%	100.0%	0.0%	5.0
3000	7	DELANO	69.4%	0.0%	4.2	0.0%	100.0%	0.0%	5.0
3001	7	DELANO BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	12.0
3010	17	DENEEN	54.2%	0.0%	4.6	0.0%	100.0%	0.0%	3.0
6740	9	DETT	89.1%	0.0%	4.2	0.0%	100.0%	0.0%	12.0
3030	13	DEWEY	62.3%	0.0%	4.8	0.0%	100.0%	0.0%	3.0
3031	13	DEWEY BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	11.0
8000	2	DISNEY MAGNET	41.0%	0.0%	5.6	28.0%	32.0%	0.3%	3.0
3050	9	DODGE	94.1%	0.0%	4.6	0.0%	100.0%	0.0%	6.5
6790	11	DONOGHUE	67.5%	0.0%	4.8	0.0%	100.0%	0.0%	5.0
6791	11	DONOGHUE BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	14.0
3070	11	DOOLITTLE INTER	83.9%	0.0%	4.8	0.0%	100.0%	0.0%	7.0
7620	11	DOOLITTLE WEST	83.9%	0.0%	3.0	0.0%	100.0%	0.0%	10.0
3090	11	DOUGLAS	56.4%	0.0%	4.8	0.0%	100.0%	0.0%	14.0
6630	7	DOUGLASS	62.8%	0.1%	6.8	0.0%	10.0%	.0%	8.0
3100	11	DRAKE	58.1%	0.0%	5.2	0.0%	100.0%	0.0%	4.0
3101	0	DRAKE BRANCH	67.3%	0.0%	4.3	0.0%	0.0%	0.0%	2.2
3120	6	DRUMMOND	44.7%	18.2%	4.9	24.0%	4.0%	71.0%	4.0
8010	20	DUBOIS	49.6%	0.0%	6.1	.0%	98.0%	.0%	2.0
6860	14	DULLES	91.3%	0.0%	4.6	0.0%	100.0%	0.0%	10.0
6890	14	DUMAS	71.3%	0.0%	5.0	0.0%	100.0%	0.0%	5.0
6891	0	DUMAS BRANCH	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	11.0
1030	11	DUNBAR VOCATIONAL	69.0%	0.0%	8.8	0.0%	100.0%	0.0%	1.0
6650	1	DURSO	0.0%	0.0%	0.0	35.0%	56.0%	8.0%	22.5
1280	13	DUSABLE HIGH	80.9%	0.0%	7.3	0.0%	100.0%	0.0%	5.2
6760	10	DVORAK	47.5%	0.0%	4.7	0.0%	100.0%	0.0%	5.0
8070	13	DYETT	71.1%	0.0%	7.0	0.0%	100.0%	0.0%	6.0
3130	15	EARLE	63.4%	0.0%	4.2	0.0%	100.0%	0.0%	8.0
3140	15	EBERHART	8.4%	5.9%	5.9	68.0%	16.0%	15.0%	1.0
3170	1	EDGEBROOK	1.7%	12.6%	6.1	54.0%	19.0%	5.0%	1.0
3200	12	EDWARDS	11.9%	9.4%	5.6	51.0%	16.0%	31.0%	2.0
3210	11	EINSTEIN	77.7%	0.0%	3.9	0.0%	100.0%	0.0%	15.0
3220	7	ELLINGTON	81.6%	0.0%	5.1	0.0%	100.0%	.0%	4.0
3230	7	EMMET	52.7%	0.0%	5.1	0.0%	100.0%	0.0%	5.0
1680	16	ENGLEWOOD HIGH	65.3%	0.0%	7.3	0.0%	100.0%	0.0%	4.0
3240	7	ERICSON	64.2%	0.0%	4.6	0.0%	100.0%	0.0%	7.0
3250	18	ESMOND	39.9%	0.0%	5.6	0.0%	99.0%	1.0%	2.0
3260	8	EVERETT	21.0%	5.4%	5.2	57.0%	10.0%	33.0%	4.0
7990	18	EVERS	27.1%	0.2%	5.5	0.0%	0.0%	0.0%	3.0
3270	4	FALCONER	7.8%	15.9%	4.8	50.0%	19.0%	28.0%	4.0
4640	9	FARADAY	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	9.5

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
3280	1	FARNSWORTH	2.7%	3.9%	5.7	59.0%	20.0%	14.0%	4.0
1300	10	FARRAGUT CAREER ACADEMY	49.3%	16.9%	7.6	1.0%	51.0%	48.0%	8.2
3300	13	FARREN	81.7%	0.0%	4.2	0.0%	100.0%	0.0%	11.0
1310	20	FENGER HIGH	47.9%	0.1%	7.4	.0%	100.0%	.0%	8.0
3320	14	FERMI	67.0%	0.0%	4.8	0.0%	100.0%	0.0%	5.5
3330	18	FERNWOOD	51.2%	0.0%	5.2	.0%	100.0%	0.0%	5.0
3350	2	FIELD	15.8%	18.8%	5.5	22.0%	39.0%	25.0%	5.0
3360	14	FISKE	79.8%	0.0%	5.0	0.0%	100.0%	.0%	8.0
1330	4	FOREMAN HIGH	18.2%	3.1%	8.2	36.0%	44.0%	19.0%	4.5
3430	15	FOSTER PARK	35.0%	0.8%	5.3	1.0%	98.0%	1.0%	14.0
3420	3	FRANKLIN MAGNET	42.8%	8.8%	6.5	33.0%	44.0%	9.0%	1.0
7780	10	FRAZIER ELEMENTARY	80.5%	0.0%	4.7	0.0%	100.0%	0.0%	8.0
3440	14	FULLER	75.0%	0.0%	4.4	0.0%	100.0%	0.0%	11.0
3450	12	FULTON	44.7%	19.5%	4.7	7.0%	36.0%	57.0%	14.0
3460	5	FUNSTON	58.6%	16.0%	5.1	6.0%	10.0%	84.0%	15.0
1340	12	GAGE PARK HIGH	50.3%	2.4%	7.8	38.0%	47.0%	14.0%	5.0
3480	2	GALE COMMUNITY ACADEMY	52.8%	29.3%	4.6	1.0%	52.0%	35.0%	10.0
3490	19	GALLISTEL LANGUAGE	33.1%	7.1%	5.7	47.0%	18.0%	35.0%	1.0
3510	1	GARVY	2.1%	0.3%	5.2	64.0%	26.0%	5.0%	1.0
3520	10	GARY	31.8%	31.7%	4.8	2.0%	0.0%	98.0%	5.0
7080	16	GERSHWIN	67.5%	0.0%	5.2	0.0%	100.0%	.0%	8.0
3540	9	GLADSTONE	74.2%	0.0%	5.2	0.0%	100.0%	0.0%	6.0
5160	16	GOETHALS EVGC	63.4%	0.0%	6.3	0.0%	100.0%	.0%	3.2
3560	5	GOETHE	48.7%	21.6%	4.8	19.0%	4.0%	76.0%	9.5
7840	7	GOLDBLATT	74.0%	0.0%	4.4	0.0%	100.0%	0.0%	8.0
3290	15	GOODLOW MAGNET	54.7%	2.3%	5.6	27.0%	70.0%	1.0%	4.0
3590	2	GOUDY	56.5%	20.5%	4.7	9.0%	36.0%	35.0%	14.0
3591	2	GOUDY BRANCH	56.5%	49.6%	4.0	3.0%	12.0%	79.0%	1.0
3600	13	GRAHAM	36.8%	4.1%	4.6	55.0%	24.0%	22.0%	3.0
1950	11	GRAHAM TRAINING CENTER	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	2.0
3610	9	GRANT	88.1%	0.0%	4.4	0.0%	100.0%	0.0%	14.0
2730	2	GREELEY	43.7%	30.1%	4.8	19.0%	16.0%	61.0%	7.0
4410	18	GREEN WENDELL	44.3%	0.0%	5.1	0.0%	100.0%	0.0%	3.0
3650	11	GREENE	29.3%	15.8%	5.0	49.0%	9.0%	42.0%	3.0
3660	10	GREGORY	72.1%	0.0%	4.7	0.0%	99.0%	1.0%	6.0
3670	18	GRESHAM	45.4%	0.0%	5.0	0.0%	100.0%	0.0%	4.0
7050	16	GUGGENHEIM	65.3%	0.0%	5.4	0.0%	100.0%	.0%	2.0
3690	8	GUNSAULLUS SCHOLASTIC	34.3%	2.5%	6.3	40.0%	27.0%	29.0%	1.0
3700	11	HAINES	52.7%	21.7%	4.9	.0%	58.0%	.0%	9.5
3701	11	HAINES BRANCH	94.7%	0.0%	2.7	0.0%	99.0%	1.0%	1.0
3710	12	HALE	5.2%	0.4%	6.1	65.0%	17.0%	13.0%	4.0
3730	3	HAMILTON	18.8%	13.9%	5.3	48.0%	4.0%	41.0%	1.0
3740	13	HAMLIN	49.7%	31.8%	4.7	14.0%	1.0%	84.0%	13.0
3750	8	HAMMOND	42.8%	49.1%	4.5	3.0%	1.0%	96.0%	7.0
4770	4	HANSON PARK	17.1%	11.7%	4.9	54.0%	15.0%	27.0%	14.0
1350	19	HARLAN HIGH	44.0%	0.0%	7.8	0.0%	100.0%	0.0%	2.0
1360	15	HARPER HIGH	55.1%	0.0%	7.1	0.0%	100.0%	0.0%	5.5
3780	14	HARTE	11.9%	3.2%	6.4	9.0%	84.0%	3.0%	1.0

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
3790	13	HARTIGAN	78.0%	0.0%	4.6	0.0%	100.0%	0.0%	11.0
3800	16	HARVARD	60.0%	0.0%	4.9	0.0%	100.0%	.0%	4.0
3810	1	HAUGAN	19.9%	17.5%	5.1	44.0%	4.0%	29.0%	5.5
3830	3	HAWTHORNE SCHOLASTIC	33.8%	18.8%	6.0	30.0%	13.0%	51.0%	4.0
3840	4	HAY COMMUNITY ACADEMY	54.9%	0.0%	4.9	.0%	99.0%	.0%	9.0
3850	2	HAYT	11.2%	19.2%	5.8	41.0%	13.0%	20.0%	2.5
3880	11	HEALY	27.1%	13.0%	5.8	41.0%	11.0%	36.0%	5.0
3890	12	HEARST	60.0%	0.0%	5.4	1.0%	99.0%	.0%	7.0
3900	8	HEDGES	28.8%	24.1%	5.6	29.0%	0.0%	71.0%	3.0
3910	7	HEFFERAN	76.3%	0.0%	4.6	0.0%	100.0%	0.0%	8.0
3920	12	HENDERSON	58.0%	0.1%	4.0	0.0%	100.0%	0.0%	9.2
3930	13	HENDRICKS	74.2%	0.0%	4.9	4.0%	92.0%	4.0%	4.0
3940	1	HENRY	15.6%	6.6%	5.0	50.0%	5.0%	35.0%	1.0
6570	10	HENSON	52.5%	0.0%	4.2	0.0%	100.0%	0.0%	9.0
6571	10	HENSON BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	11.0
3950	9	HERBERT	63.3%	0.2%	4.7	0.0%	99.0%	1.0%	17.0
3720	17	HEROES ACADEMY CTR	55.3%	16.6%	5.4	17.0%	36.0%	46.0%	7.0
3970	10	HERZL	70.3%	0.1%	4.7	.0%	99.0%	1.0%	10.0
3971	10	HERZL BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	11.0
4000	1	HIBBARD	30.2%	36.0%	5.2	34.0%	4.0%	37.0%	13.0
7210	18	HIGGINS COMMUNITY ACADE	55.7%	0.0%	5.4	0.0%	100.0%	0.0%	4.0
7250	16	HINTON	66.4%	0.0%	5.1	0.0%	100.0%	.0%	3.0
1380	17	HIRSCH METRO	52.1%	0.0%	8.0	.0%	100.0%	0.0%	6.5
4020	11	HOLIEN	24.5%	5.4%	5.7	53.0%	8.0%	36.0%	5.0
4030	12	HOLMES	60.0%	0.0%	5.2	.0%	99.0%	.0%	10.5
4130	13	HOPE COMMUNITY ACADEMY	62.7%	0.0%	5.0	0.0%	100.0%	0.0%	5.0
4060	4	HOWE	53.7%	0.0%	4.7	1.0%	99.0%	.0%	11.0
4070	8	HOWLAND	86.2%	0.0%	4.8	0.0%	100.0%	.0%	11.5
1670	15	HUBBARD HIGH	19.8%	2.5%	8.5	50.0%	33.0%	16.0%	2.0
4110	10	HUGHES	71.4%	0.0%	4.2	0.0%	100.0%	0.0%	7.0
8060	20	HUGHES L	50.5%	0.0%	4.6	0.0%	100.0%	0.0%	1.0
1390	14	HYDE PARK ACADEMY	59.9%	0.0%	9.6	0.0%	100.0%	.0%	9.5
1130	10	INDUSTRIAL SKILL CENTER	0.0%	0.0%	0.0	6.0%	88.0%	5.0%	2.4
4140	9	IRVING	45.0%	15.7%	4.7	7.0%	36.0%	55.0%	9.0
4160	9	JACKSON LANGUAGE ACAD	59.3%	11.2%	5.6	27.0%	31.0%	41.0%	4.0
8090	18	JACKSON, MAHALIA	48.5%	0.0%	4.8	.0%	99.0%	.0%	14.0
4170	5	JAHN	30.1%	6.3%	5.2	43.0%	3.0%	51.0%	1.0
4180	2	JAMIESON	6.8%	13.8%	6.4	57.0%	8.0%	12.0%	5.0
4190	9	JEFFERSON	67.4%	2.1%	5.1	2.0%	90.0%	8.0%	4.0
4200	3	JENNER	96.4%	0.0%	4.4	0.0%	100.0%	0.0%	21.0
6920	9	JENSEN	60.6%	0.2%	5.0	0.0%	100.0%	.0%	8.0
6921	9	JENSEN BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	10.0
6940	8	JOHNSON	67.0%	0.0%	4.9	0.0%	100.0%	0.0%	2.0
6941	8	JOHNSON BRANCH	0.0%	0.0%	0.0	99.0%	0.0%	0.0%	11.0
2330	15	JOPLIN	46.7%	0.0%	5.2	0.0%	100.0%	0.0%	5.0
1890	8	JUAREZ HIGH	39.7%	16.1%	8.2	3.0%	2.0%	95.0%	11.0
1870	18	JULIAN HIGH	37.6%	0.0%	8.6	0.0%	100.0%	0.0%	2.0
4230	8	JUNGMAN	45.0%	54.2%	4.6	1.0%	2.0%	97.0%	10.0

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
3370	10	KANDON MAGNET	48.2%	39.4%	5.4	22.0%	9.0%	67.0%	11.0
4250	8	KELLOGG	41.5%	16.3%	4.8	21.0%	2.0%	77.0%	3.0
1400	8	KELLY HIGH	31.9%	10.9%	8.2	52.0%	1.0%	46.0%	5.0
1410	5	KELVYN PARK	47.0%	12.3%	8.0	13.0%	4.0%	82.0%	7.0
1420	12	KENNEDY HIGH	23.7%	1.0%	9.2	52.0%	37.0%	11.0%	3.0
1710	14	KENWOOD ACADEMY	34.0%	0.3%	12.3	21.0%	74.0%	2.0%	4.0
4270	16	KERSHAW	75.2%	0.0%	4.7	0.0%	100.0%	.0%	3.0
4280	7	KEY	55.8%	0.0%	4.8	1.0%	99.0%	.0%	9.0
4300	2	KILMER	14.2%	19.1%	6.0	34.0%	27.0%	26.0%	2.5
4310	9	KING	70.6%	19.0%	5.0	1.0%	65.0%	35.0%	9.0
4311	9	KING BRANCH	0.0%	0.0%	0.0	0.0%	51.0%	49.0%	13.0
4330	12	KINZIE	9.6%	0.8%	5.6	44.0%	46.0%	9.0%	5.0
4360	20	KOHN	59.9%	0.0%	4.6	0.0%	100.0%	0.0%	13.0
4370	8	KOMENSKY	40.2%	46.8%	5.0	2.0%	1.0%	98.0%	3.0
4380	6	KOSCIUSZKO	54.2%	37.3%	4.7	12.0%	5.0%	82.8%	14.0
4390	14	KOZMINSKI COMMUNITY ACA	50.3%	0.4%	5.8	.0%	100.0%	0.0%	2.0
4400	6	LAFAYETTE	69.5%	27.5%	4.6	2.0%	29.0%	69.0%	21.0
1430	3	LAKEVIEW HIGH	36.3%	9.2%	8.6	26.0%	21.0%	48.0%	3.0
1440	3	LANE HIGH	20.6%	0.0%	14.2	51.0%	15.0%	17.0%	1.0
1910	19	LAS CASAS HIGH	0.0%	0.0%	0.0	2.0%	96.0%	2.0%	1.0
6750	8	LATHROP	73.1%	0.0%	4.6	0.0%	100.0%	0.0%	10.5
4430	10	LAWDALE COMMUNITY ACAD	48.1%	0.0%	4.8	0.0%	100.0%	0.0%	4.0
4440	3	LEMOYNE	40.4%	18.3%	5.1	15.0%	37.0%	43.0%	13.0
4450	4	LEWIS	28.7%	12.4%	5.6	8.0%	66.0%	24.0%	1.0
4470	12	LIBBY	62.9%	12.8%	5.0	1.0%	71.0%	28.0%	14.0
4480	3	LINCOLN	8.7%	3.0%	7.3	52.0%	35.0%	7.0%	6.0
1620	3	LINCOLN PARK HIGH	41.4%	1.4%	10.8	36.0%	47.0%	12.0%	1.0
4490	5	LINNE	23.6%	11.7%	5.0	44.0%	2.0%	50.0%	6.0
4500	4	LLOYD	18.9%	15.0%	5.3	44.0%	2.0%	53.0%	2.0
4510	4	LOCKE	7.9%	5.5%	5.0	46.0%	48.0%	5.0%	1.0
4530	4	LOVETT	28.7%	9.9%	5.4	25.0%	28.0%	44.0%	10.0
6580	16	LOW UPPER GRADE	79.2%	7.6%	8.0	0.0%	10.0%	.0%	4.0
4540	5	LOWELL	67.4%	18.7%	4.6	2.0%	28.0%	70.0%	21.5
4550	19	LUELLA	44.9%	0.2%	5.4	1.0%	99.0%	1.0%	4.0
4560	4	LYON	4.7%	7.8%	5.0	61.0%	29.0%	9.0%	3.0
4920	11	M. SHERIDAN	45.8%	1.4%	6.4	28.0%	44.0%	15.0%	3.0
4570	17	MADISON	53.4%	0.0%	5.3	0.0%	100.0%	0.0%	9.0
4580	3	MANIERRE	48.6%	0.0%	5.0	0.0%	100.0%	.0%	4.0
4581	3	MANIERRE BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	15.0
1460	8	MANLEY HIGH	62.8%	0.0%	7.0	0.0%	100.0%	0.0%	8.9
6590	7	MARCONI	72.6%	0.0%	4.8	0.0%	99.0%	0.0%	6.0
4620	15	MARQUETTE	26.4%	22.7%	5.2	62.0%	3.0%	33.0%	3.0
4630	19	MARSH	19.7%	15.1%	5.8	21.0%	0.0%	79.0%	1.0
1470	9	MARSHALL METRO	65.5%	0.0%	7.6	0.0%	100.0%	0.0%	6.5
1760	14	MARTIN L KING HIGH	81.5%	0.0%	7.3	0.0%	100.0%	0.0%	6.5
4651	10	MASON BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	12.0
4650	10	MASON INTER	62.8%	0.0%	4.6	0.0%	100.0%	0.0%	6.5
1480	2	MATHER HIGH	5.8%	4.9%	10.5	57.0%	16.0%	8.0%	6.0

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
4670	7	MAY	57.0%	0.0%	4.6	0.0%	100.0%	0.0%	11.0
4680	3	MAYER	25.9%	3.1%	6.1	47.0%	26.0%	25.0%	1.0
4700	11	MAYO	68.8%	0.0%	5.0	0.0%	100.0%	0.0%	5.0
4710	11	MCCLELLAN	30.9%	18.1%	5.5	48.0%	11.0%	41.0%	3.0
6820	13	MCCORKLE	84.7%	0.0%	4.0	0.0%	100.0%	0.0%	4.0
4720	10	MCCORMICK	36.0%	45.8%	4.6	2.0%	.0%	98.0%	6.0
4740	14	MCCOSH	56.4%	0.0%	5.1	0.0%	100.0%	0.0%	12.0
6910	2	MCCUTCHEON	53.9%	30.2%	5.1	9.0%	46.0%	0.1%	11.0
6911	2	MCCUTCHEON BRANCH	0.0%	0.0%	0.0	11.0%	55.0%	0.1%	2.0
1930	7	MCLAREN OCC HIGH	0.0%	0.0%	0.0	0.0%	100.0%	1.0%	2.0
4800	2	MCPHERSON	24.3%	37.5%	5.1	35.0%	4.0%	48.0%	7.2
4820	9	MEDILL INTER	79.9%	0.0%	6.8	0.0%	100.0%	0.0%	4.0
4821	9	MEDILL INTER BRANCH	83.3%	0.0%	5.6	0.0%	0.0%	0.0%	2.0
4810	9	MEDILL PRIMARY	79.9%	0.4%	3.2	0.0%	100.0%	.0%	7.0
7190	7	MELODY	56.3%	0.0%	4.6	.0%	100.0%	0.0%	7.0
7191	7	MELODY BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	10.0
3190	18	METCALFE MAGNET	49.9%	3.1%	5.5	20.0%	73.0%	7.0%	8.0
4840	6	MITCHELL	48.0%	34.7%	4.8	20.0%	5.0%	76.0%	7.0
6950	14	MOLLISON	66.9%	0.0%	4.7	0.0%	100.0%	0.0%	6.0
4850	5	MONROE	20.6%	19.2%	5.4	30.0%	6.0%	60.0%	3.5
4860	9	MONTEFIORE	0.0%	0.0%	0.0	13.0%	72.0%	15.0%	12.0
4870	6	MOOS	58.5%	33.3%	4.7	9.0%	10.0%	80.0%	13.0
4830	18	MORGAN	52.0%	0.0%	5.1	0.0%	100.0%	0.0%	5.0
1490	18	MORGAN PARK	31.3%	0.1%	9.9	25.0%	69.0%	5.0%	7.0
4880	15	MORRILL	18.7%	8.9%	5.6	40.0%	1.0%	57.0%	1.0
4900	5	MORSE	75.1%	0.1%	4.7	0.0%	98.0%	2.0%	4.0
6800	5	MORTON UPPER	65.8%	0.0%	6.4	0.0%	0.0%	0.0%	4.0
5000	5	MOZART	38.5%	16.8%	4.7	15.0%	5.0%	78.0%	3.0
4940	18	MT. GREENWOOD	4.3%	0.0%	5.3	57.0%	43.0%	0.0%	1.0
5010	3	MULLIGAN	50.7%	0.5%	4.6	1.0%	91.0%	8.0%	1.0
5050	7	NASH	51.2%	1.3%	5.0	0.0%	97.0%	3.0%	9.2
4970	6	NEAR NORTH SPEC ED	0.0%	0.0%	0.0	33.0%	38.0%	30.0%	13.0
5060	17	NEIL	46.5%	1.0%	5.6	0.0%	100.0%	0.0%	10.0
5070	3	NETTELHORST	29.3%	11.5%	5.1	27.0%	36.0%	33.0%	14.0
2691	20	NEWTON BRANCH	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	14.0
5090	12	NIGHTINGALE	20.4%	11.4%	4.7	57.0%	6.0%	36.0%	4.0
5100	5	NIXON	36.7%	14.0%	4.7	0.0%	0.0%	0.0%	3.0
5110	5	NOBEL	41.3%	24.8%	5.1	7.0%	8.0%	84.0%	3.0
1050	3	NORTH CAREER MAGNET	73.1%	1.3%	8.0	7.0%	84.0%	6.0%	2.0
1690	1	NORTHSIDE CENTER	0.0%	0.0%	0.0	35.0%	39.0%	21.0%	1.0
5120	1	NORWOOD PARK	2.1%	21.8%	6.3	45.0%	11.0%	37.0%	1.0
6190	1	O A THORP ACADEMY	31.9%	0.3%	5.7	37.0%	51.0%	3.0%	1.0
5130	14	OAKENWALD NORTH	74.5%	0.0%	3.1	0.0%	100.0%	0.0%	2.0
5132	0	OAKENWALD NORTH CPC	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	11.0
7700	14	OAKENWALD SOUTH	74.5%	0.0%	6.7	0.0%	100.0%	0.0%	6.0
4890	3	OBT INTER-AMERICAN	30.2%	29.3%	5.4	20.0%	9.0%	70.0%	3.0
5170	16	OGLESBY	63.6%	0.0%	4.8	0.0%	100.0%	.0%	5.0
5180	17	OKEEFEE	65.3%	0.0%	5.2	0.0%	100.0%	0.0%	11.5

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
1830	5	ORR HIGH	60.7%	2.6%	6.8	.0%	86.0%	14.0%	9.0
5220	6	OTIS	49.2%	30.3%	5.3	20.0%	5.0%	73.0%	11.0
5230	15	OTOOLE	54.8%	0.0%	4.7	0.0%	100.0%	.0%	7.0
6960	13	OVERTON	60.8%	0.0%	4.8	0.0%	100.0%	0.0%	7.0
6961	13	OVERTON BRANCH	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	11.0
5240	15	OWEN	2.2%	0.5%	5.3	48.0%	51.0%	1.0%	1.0
6930	10	PADEREWSKI	73.6%	0.0%	4.8	.0%	100.0%	.0%	8.2
5290	17	PARK MANOR	56.4%	0.0%	4.8	0.0%	100.0%	0.0%	5.0
5271	16	PARKER BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	11.0
5270	16	PARKER COMMUNITY	77.8%	0.0%	4.7	0.0%	100.0%	0.0%	3.0
5280	13	PARKMAN	67.5%	0.0%	5.4	0.0%	100.0%	0.0%	2.0
5300	17	PARKSIDE COMMUNITY	57.5%	0.0%	4.8	0.0%	100.0%	0.0%	3.0
5330	6	PEABODY	47.3%	36.9%	4.6	4.0%	14.0%	82.0%	7.0
5340	12	PECK	7.5%	6.4%	5.8	59.0%	30.0%	10.0%	1.0
5360	2	PEIRCE	21.7%	41.7%	5.0	25.0%	12.0%	42.0%	7.5
5370	10	PENN	66.7%	3.8%	5.1	2.0%	89.0%	9.0%	10.0
5380	19	PERRY	50.1%	0.0%	5.1	0.0%	98.0%	1.0%	4.0
5400	11	PERSHING MAGNET	58.0%	0.0%	6.5	23.0%	78.0%	0.0%	1.0
5410	1	PETERSON	3.1%	21.1%	6.0	57.0%	5.0%	12.0%	2.0
1510	11	PHILLIPS HIGH	68.7%	0.0%	7.0	0.0%	100.0%	0.0%	16.5
5210	5	PICCOLO ELEMENTARY	40.0%	17.3%	4.8	7.0%	49.0%	43.0%	5.0
7400	5	PICCOLO MIDDLE	43.7%	7.7%	6.8	7.0%	44.0%	0.5%	10.0
5430	8	PICKARD	37.0%	36.7%	4.6	6.0%	.0%	94.0%	3.0
4212	8	PILSEN BR	35.8%	76.4%	3.3	0.0%	0.0%	100.0%	5.0
4210	8	PILSEN COMMUNITY ACADEM	44.4%	50.8%	5.2	1.0%	2.0%	96.0%	18.0
5450	8	PLAMONDON	70.4%	32.0%	5.1	2.0%	20.0%	79.0%	3.0
5520	5	POLASKI	52.8%	23.2%	4.4	13.0%	7.0%	80.0%	17.0
5480	8	POPE	55.8%	18.8%	4.0	1.0%	74.0%	25.0%	8.2
7010	17	POWELL	63.5%	0.0%	4.3	0.0%	99.0%	.0%	6.5
5500	5	PRESCOTT	32.3%	36.0%	4.7	34.0%	2.0%	64.0%	3.0
6810	14	PRICE	77.3%	0.0%	4.8	0.0%	10.0%	0.0%	11.0
5510	1	PRUSSING	3.2%	10.2%	5.2	56.0%	27.0%	16.0%	1.0
5530	20	PULLMAN	50.6%	17.2%	5.2	3.0%	69.0%	28.0%	8.0
3550	15	RANDOLPH MAGNET	50.9%	18.6%	5.0	24.0%	76.0%	0.0%	9.0
5540	15	RASTER	72.7%	0.0%	4.7	0.0%	100.0%	0.0%	5.0
5550	3	RAVENSWOOD	35.4%	41.5%	5.0	25.0%	8.0%	59.0%	4.5
5560	14	RAY	11.4%	7.1%	6.9	37.0%	52.0%	3.0%	3.0
5570	11	RAYMOND	86.3%	0.0%	4.4	.0%	100.0%	0.0%	16.0
5580	14	REAVIS	58.5%	0.0%	5.0	0.0%	100.0%	.0%	10.0
6870	16	REED	57.7%	0.0%	4.3	0.0%	100.0%	.0%	4.0
5590	5	REILLY	12.1%	17.1%	5.1	56.0%	9.0%	28.0%	2.0
5600	4	REINBERG	5.7%	10.0%	5.3	47.0%	32.0%	17.0%	10.0
5610	17	REVERE	58.1%	2.5%	5.0	0.0%	100.0%	0.0%	5.5
5620	9	RIIS	68.4%	0.0%	4.8	0.0%	100.0%	0.0%	12.0
1320	16	ROBESON HIGH	67.3%	0.0%	7.8	0.0%	100.0%	0.0%	5.5
7140	7	ROENTGEN EVGC	63.0%	0.0%	5.1	0.0%	0.0%	0.0%	2.2
5630	2	ROGERS	3.7%	10.9%	6.6	49.0%	23.0%	8.0%	1.0
1520	1	ROOSEVELT HIGH	22.1%	9.9%	8.5	44.0%	9.0%	28.0%	5.0

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
5650	13	ROSS	82.3%	0.0%	4.6	0.0%	100.0%	0.0%	6.0
5651	0	ROSS BRANCH	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	11.0
5660	17	RUGGLES	30.3%	0.0%	5.0	0.0%	100.0%	0.0%	1.0
5670	18	RYDER	45.6%	0.2%	5.0	1.0%	99.0%	.0%	13.0
5680	5	RYERSON	70.0%	0.0%	4.5	.0%	100.0%	0.0%	9.0
7790	6	SABIN MAGNET	54.1%	26.8%	5.7	25.0%	14.0%	0.6%	4.0
6900	17	SBARBARO	71.1%	0.0%	5.2	0.0%	100.0%	0.0%	6.0
5730	4	SCAMMON	9.3%	9.3%	5.1	63.0%	13.0%	19.0%	3.0
5740	20	SCANLAN	54.8%	0.0%	5.1	0.0%	100.0%	0.0%	7.0
5790	5	SCHIEDER	65.3%	7.6%	5.7	25.0%	28.0%	45.0%	4.0
5760	3	SCHILLER	83.5%	0.0%	4.6	0.0%	100.0%	0.0%	6.0
5800	4	SCHUBERT	10.6%	10.5%	5.1	46.0%	33.0%	19.0%	2.0
1530	4	SCHURZ HIGH	29.3%	8.7%	8.2	37.0%	15.0%	45.0%	9.2
1541	2	SENN BRANCH	0.0%	0.0%	N.A.	0.0%	0.0%	0.0%	1.0
1540	2	SENN METRO	44.3%	25.3%	8.6	21.0%	30.0%	21.0%	39.0
5820	13	SEWARD	41.8%	27.4%	4.9	8.0%	.0%	91.0%	9.0
5830	14	SEXTON	78.5%	0.0%	5.3	0.0%	100.0%	0.0%	7.5
5850	14	SHAKESPEARE	73.1%	0.0%	5.0	0.0%	100.0%	0.0%	5.0
5880	19	SHERIDAN	42.4%	24.0%	5.0	3.0%	12.0%	85.0%	10.0
5890	12	SHERMAN	82.3%	1.4%	4.0	.0%	98.0%	2.0%	12.0
5900	13	SHERWOOD	68.6%	0.0%	4.7	0.0%	100.0%	0.0%	3.0
5910	8	SHIELDS	22.5%	7.1%	5.3	59.0%	2.0%	37.0%	2.0
5930	18	SHOOP	54.7%	0.0%	5.0	0.0%	100.0%	0.0%	5.0
5940	9	SKINNER	53.1%	1.2%	8.2	21.0%	62.0%	14.0%	26.0
3870	19	SMITH	38.7%	1.4%	5.0	0.0%	98.0%	2.0%	0.5
5960	1	SMYSER	4.2%	12.7%	5.8	60.0%	32.0%	4.0%	1.0
5970	9	SMYTH	88.9%	0.0%	4.6	0.0%	100.0%	0.0%	8.0
5971	9	SMYTH BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	11.0
1550	17	SOUTH SHORE HIGH	52.4%	0.0%	7.6	.0%	100.0%	0.0%	5.0
5991	9	SPALDING BRANCH	0.0%	0.0%	0.0	12.0%	31.0%	55.0%	3.0
5990	9	SPALDING ELEMENTARY	0.0%	0.0%	0.0	17.0%	42.0%	41.0%	16.0
1650	9	SPALDING HIGH	0.0%	0.0%	0.0	24.0%	62.0%	12.0%	11.0
6000	7	SPENCER	64.2%	0.0%	4.4	0.0%	100.0%	0.0%	16.0
6010	8	SPRY	39.9%	51.2%	4.0	3.0%	3.0%	94.0%	8.0
7760	16	STAGG	51.9%	0.0%	5.4	0.0%	100.0%	.0%	6.0
1560	4	STEINMETZ	17.3%	2.0%	8.8	46.0%	37.0%	15.0%	3.0
6030	15	STEVENSON	6.5%	5.2%	5.4	49.0%	47.0%	3.0%	5.0
6040	2	STEWART	73.1%	27.8%	4.8	15.0%	41.0%	23.0%	14.0
6060	2	STOCKTON	72.7%	28.6%	4.7	25.0%	26.0%	30.0%	15.5
6061	2	STOCKTON BRANCH	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	11.0
6070	2	STONE ACADEMY	12.4%	29.4%	5.6	40.0%	19.0%	9.0%	4.5
6080	5	STOME	53.8%	29.3%	4.5	8.0%	7.0%	85.0%	15.0
6090	9	SUDER	94.2%	0.0%	4.4	0.0%	100.0%	0.0%	8.5
6100	17	SULLIVAN ELEMENTARY	41.6%	14.7%	5.0	3.0%	19.0%	78.0%	5.0
1570	2	SULLIVAN HIGH	27.2%	11.2%	8.5	23.0%	41.0%	23.0%	1.0
6110	10	SUMNER	72.0%	0.0%	5.1	0.0%	0.0%	0.0%	3.0
6130	2	SWIFT	51.1%	18.3%	5.3	11.0%	61.0%	12.0%	9.0
6140	6	TALCOTT	52.2%	11.8%	4.8	14.0%	8.0%	77.0%	12.0

TABLE 11: SCHOOLS WITH GOVERNMENT FUNDED POSITIONS, WITH SELECTED CHARACTERISTICS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	DISTRICT	SCHOOL	LOW INCOME	LIMITED ENGLISH	READING (NORM =) (Elem=5.8) (HS =10.2)	WHITE	BLACK	HISPANIC	TOTAL GOVERNMENT FUNDED POSITIONS
6970	17	TANNER	62.2%	0.0%	5.2	0.0%	100.0%	0.0%	6.0
6150	19	TAYLOR	31.8%	11.9%	5.8	40.0%	4.0%	56.0%	2.0
6840	13	TERRELL	91.7%	0.0%	4.2	0.0%	100.0%	0.0%	10.0
6181	19	THORP BRANCH	47.2%	0.0%	5.7	0.0%	0.0%	0.0%	2.0
6180	19	THORP JN	65.9%	21.2%	4.4	.0%	63.0%	36.0%	12.0
1590	13	TILDEN HIGH	57.3%	3.9%	7.6	8.0%	77.0%	15.0%	6.5
6210	7	TILTON	71.0%	0.0%	4.8	0.0%	100.0%	1.0%	11.0
6220	12	TONTI	14.5%	8.7%	6.2	63.0%	14.0%	21.0%	5.0
6230	2	TRUMBULL	32.0%	32.1%	5.1	34.0%	11.0%	34.0%	7.0
7900	3	TRUTH	83.5%	0.0%	2.8	0.0%	100.0%	0.0%	4.0
7901	3	TRUTH BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	19.0
6240	12	TWAIN	8.3%	10.0%	5.8	64.0%	18.0%	16.0%	1.0
6260	20	VAN VLISSINGEN	62.3%	0.0%	4.5	0.0%	100.0%	0.0%	9.0
6261	20	VAN VLISSINGEN BRANCH	62.3%	0.0%	1.4	0.0%	0.0%	0.0%	1.0
6270	1	VOLTA	10.3%	17.5%	5.6	41.0%	2.0%	26.0%	3.5
6280	6	VON HUMBOLDT	72.4%	19.0%	4.4	1.0%	32.0%	48.0%	22.5
6282	6	VON HUMBOLDT CPC	0.0%	0.0%	0.0	1.0%	32.0%	67.0%	12.0
6290	1	VON STEUBEN	30.2%	29.2%	6.9	30.0%	3.0%	30.0%	1.5
1610	1	VON STEUBEN METRO	20.6%	8.0%	12.3	38.0%	26.0%	15.0%	1.0
6300	14	WADSWORTH	77.4%	0.2%	4.7	0.0%	99.0%	1.0%	6.0
6301	14	WADSWORTH BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	10.0
6320	8	WALSH	40.1%	41.1%	5.7	0.0%	0.0%	0.0%	6.0
6330	11	WARD	22.9%	19.5%	5.0	9.0%	49.0%	13.0%	7.0
5470	5	WARD LAURA	86.5%	0.0%	4.7	0.0%	100.0%	0.0%	8.0
1090	10	WASHBURNE TRADE	0.0%	0.0%	N.A.	66.0%	22.0%	10.0%	1.2
1630	20	WASHINGTON HIGH	28.9%	1.4%	9.6	53.0%	15.0%	31.0%	2.0
6370	1	WATERS	13.5%	20.8%	5.2	51.0%	5.0%	29.0%	2.0
6380	10	WEBSTER	49.2%	0.0%	4.7	0.0%	100.0%	0.0%	1.0
6381	10	WEBSTER BRANCH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	11.0
1640	6	WELLS HIGH	53.6%	12.1%	7.6	7.0%	19.0%	73.0%	14.4
6390	16	WENTWORTH	65.5%	0.0%	4.8	0.0%	100.0%	.0%	6.0
6400	18	WEST FULLMAN	48.6%	0.2%	4.9	.0%	100.0%	.0%	11.5
7260	16	WESTCOTT	61.0%	0.0%	5.5	0.0%	100.0%	.0%	6.0
1160	7	WESTINGHOUSE VOCATIONAL	67.0%	0.0%	8.5	0.0%	100.0%	0.0%	4.0
6420	18	WHISTLER	20.7%	0.0%	5.9	.0%	100.0%	0.0%	4.0
6440	10	WHITNEY	29.4%	28.1%	5.1	4.0%	0.0%	96.0%	5.0
6450	8	WHITTIER	42.8%	53.1%	4.1	3.0%	.0%	96.0%	7.0
6460	6	WICKER PARK	68.4%	11.7%	5.5	9.0%	41.0%	48.0%	7.0
6490	11	WILLIAMS	94.0%	0.0%	4.8	0.0%	100.0%	0.0%	11.0
1920	1	WILSON OCC HIGH	0.0%	0.0%	0.0	33.0%	49.0%	18.0%	1.0
7750	14	WOODSON NORTH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	6.0
7822	14	WOODSON S. CPC	0.0%	0.0%	0.0	0.0%	0.0%	0.0%	11.0
7820	14	WOODSON SOUTH	0.0%	0.0%	0.0	0.0%	100.0%	0.0%	3.0
7500	5	WRIGHT	66.7%	0.0%	4.4	0.0%	100.0%	0.0%	3.0
6500	16	YALE	73.5%	0.0%	4.8	0.0%	100.0%	.0%	4.0
6510	6	YATES	63.4%	17.1%	4.2	6.0%	23.0%	71.0%	18.0
6520	4	YOUNG	24.6%	6.5%	5.4	9.0%	63.0%	25.0%	2.2
1810	9	YOUNG MAGNET	43.9%	0.2%	14.2	17.0%	61.0%	14.0%	5.2

TABLE 12: FACILITIES WITH GOVERNMENT FUNDED POSITIONS, BY NUMBER OF POSITIONS,
CHICAGO PUBLIC SCHOOL SYSTEM, 1984-1985 SCHOOL YEAR

UNIT	SCHOOL	TOTAL GOVERNMENT FUNDED POSITIONS
1730	COOK COUNTY JAIL	67.0
2120	COOK COUNTY JUVENILE	53.5
1540	SENN METRO	39.0
5940	SKINNER	25.0
2610	CAMERON	25.0
6650	DURSO	22.5
6280	VON HUMBOLDT	22.5
4540	LOWELL	21.5
4200	JENNER	21.0
4400	LAFAYETTE	21.0
2400	BROWN	19.0
7901	TRUTH BRANCH	19.0
6510	YATES	18.0
4210	PILSEN COMMUNITY ACADEMY	18.0
4590	ARAI MIDDLE	18.0
3950	HERBERT	17.0
5520	POLASKI	17.0
2960	DARWIN	17.0
7420	DE DIEGO COMMUNITY	15.7
1510	PHILLIPS HIGH	16.5
5990	SPALDING ELEMENTARY	16.0
6000	SPENCER	16.0
5570	RAYMOND	16.0
6060	STOCKTON	15.5
3210	EINSTEIN	15.0
6080	STONE	15.0
2540	CARPENTER	15.0
3450	FUNSTON	15.0
4581	MANIERRE BRANCH	15.0

15 Schools	14 Positions
9 Schools	13 Positions
14 Schools	12 Positions
33 Schools	11 Positions
22 Schools	10 Positions
22 Schools	9 Positions
35 Schools	8 Positions
28 Schools	7 Positions
35 Schools	6 Positions
53 Schools	5 Positions
51 Schools	4 Positions
46 Schools	3 Positions
40 Schools	2 Positions
55 Schools	1 Positions
91 Schools	0 Positions

TABLE 13: SCHOOLS WITH NO GOVERNMENT FUNDED POSITIONS,
RANKED BY LEVEL OF LOW INCOME STUDENTS

DISTRICT	UNIT	SCHOOL	LOW LIMITED		RACIAL COMPOSITION			READING SCORE
			INCOME	ENGLISH	WHITE	BLACK	HISPANIC	
12	5891	SHERMAN BR*	82.3%	0.0%	0.0%	99.6%	0.4%	5.3
7	3221	ELLINGTON BR*	81.5%	0.0%	0.0%	100.0%	0.0%	1.8
14	5131	ROBINSON BR*	74.5%	0.0%	0.0%	100.0%	0.0%	4.2
15	5541	RASTER BR*	72.7%	0.0%	0.5%	99.4%	0.0%	3.0
7	1040	FLOWER VOC	70.4%	0.0%	0.0%	100.0%	0.0%	7.5
5	5801	MORTON EVGC*	55.2%	0.0%	0.0%	100.0%	0.0%	4.6
13	5550	BEASLEY	59.0%	0.0%	17.8%	79.1%	2.2%	5.7
15	1150	SIMEON VOC	55.2%	0.0%	0.0%	100.0%	0.0%	8.2
5	2501	ANDERSON EVGC	54.0%	4.4%	8.4%	29.5%	52.1%	5.2
11	1800	METRO MAG	51.1%	0.0%	12.2%	75.0%	11.5%	9.6
17	2432	BRYN MAWR*	50.4%	0.0%	0.0%	100.0%	0.0%	5.7
11	1110	RICHARDS VOC	49.7%	1.0%	6.5%	51.9%	40.8%	7.8
11	1050	JONES METRO	49.5%	0.3%	7.0%	72.0%	20.5%	8.8
15	1450	LINDBLOM	46.8%	0.5%	0.0%	99.2%	0.0%	12.3
12	3451	FULTON BR*	44.7%	33.8%	2.0%	40.7%	57.3%	1.9
19	7850	BLACK MAG	43.5%	0.0%	23.1%	55.7%	9.0%	5.9
19	7851	BLACK MAG BR	43.5%	0.7%	22.2%	54.6%	12.5%	4.8
18	3400	FORT DEARBORN	43.0%	0.0%	0.0%	100.0%	0.0%	5.3
14	5030	MURRAY	43.0%	0.3%	15.7%	80.1%	2.0%	6.2
17	4750	MCDADE	42.0%	0.0%	16.3%	81.3%	0.6%	7.3
4	1070	PROSSER VOC	41.8%	0.4%	32.1%	32.2%	34.5%	9.6
20	3470	OWENS	41.2%	0.0%	12.0%	87.8%	0.2%	4.1
20	3570	COMPERS	41.2%	0.2%	0.3%	99.7%	0.0%	5.4
17	2830	COLES	40.8%	0.2%	0.1%	95.6%	4.3%	5.5
17	2581	MCDOWELL BR*	40.6%	0.0%	0.0%	99.5%	0.5%	6.1
19	2480	BURNHAM	39.1%	0.0%	0.0%	99.1%	0.9%	5.9
20	5450	POE CLASSICAL	38.9%	0.5%	17.0%	83.0%	0.0%	8.0
17	4510	MANN	38.4%	0.2%	0.0%	100.0%	0.0%	5.3
19	5950	SCHMID	38.3%	0.0%	0.0%	100.0%	0.0%	5.5
18	3110	TURNER/DREW	37.5%	1.0%	29.3%	68.8%	1.9%	6.5
3	5080	NEWBERRY	37.3%	0.3%	35.5%	43.2%	14.2%	6.0
19	3530	GILLESPIE	35.9%	0.0%	0.0%	100.0%	0.0%	5.4
10	4721	MCCORMICK BR*	35.0%	21.1%	3.2%	0.0%	95.8%	5.2
4	5720	SAYRE	35.1%	0.9%	45.0%	40.8%	10.5%	5.2
19	2482	GOLDSMITH BR OF BURN	34.9%	0.0%	0.0%	99.3%	0.7%	5.4
18	5402	WHITE BR*	32.9%	1.1%	0.0%	98.0%	2.0%	6.0
14	5920	SHOESMITH	32.1%	5.7%	0.8%	95.3%	1.4%	5.4
3	4420	LASALLE	31.2%	4.1%	35.2%	35.9%	17.4%	5.5
19	5350	WARREN	29.8%	0.3%	0.0%	99.1%	0.9%	5.3
7	4281	CLARK BR OF KEY*	29.6%	0.0%	54.7%	34.7%	10.0%	6.0
8	3901	HEDGES BR*	28.8%	34.6%	24.5%	0.0%	75.5%	5.3
1	2220	EDISON	28.4%	0.0%	44.4%	25.9%	15.0%	7.6
20	5050	DUNNE	28.2%	0.0%	0.0%	100.0%	0.0%	5.6
17	5440	PIRIE	27.1%	0.0%	0.0%	100.0%	0.0%	6.0
18	4960	KELLER	25.1%	0.0%	35.7%	53.0%	7.8%	8.0
14	4250	WIRTH EXPR	25.9%	1.3%	0.8%	98.4%	0.5%	7.2
19	4080	HOYNE	25.8%	1.0%	0.0%	100.0%	0.0%	5.4
18	4350	KIPLING	25.7%	0.0%	0.0%	100.0%	0.0%	5.5
18	2280	BENNETT	25.4%	0.0%	0.0%	100.0%	0.0%	5.6
2	2990	DECATUR	24.2%	0.8%	45.0%	22.4%	5.9%	7.5

TABLE 13: SCHOOLS WITH NO GOVERNMENT FUNDED POSITIONS,
RANKED BY LEVEL OF LOW INCOME STUDENTS

DISTRICT	UNIT	SCHOOL	LOW LIMITED		RACIAL COMPOSITION			READING SCORE
			INCOME	ENGLISH	WHITE	BLACK	HISPANIC	
17		3040 DIXON	23.5%	0.0%	0.0%	100.0%	0.0%	5.7
11		6331 DEARBORN PARK BR*	22.9%	3.3%	31.3%	50.0%	6.3%	N/A
18		4980 MT. VERNON	22.8%	0.0%	0.0%	100.0%	0.0%	5.4
15		4750 MCKAY	21.9%	1.7%	25.5%	53.1%	19.8%	5.5
20		4100 CULLEN	21.8%	0.0%	0.0%	100.0%	0.0%	6.2
19		4081 EARHART BR OF HOYTE	21.1%	4.3%	0.0%	91.4%	8.5%	5.4
18		5250 VANDERPOEL	20.7%	0.0%	25.4%	72.3%	0.3%	6.1
18		5040 NAUSEN	19.3%	0.0%	0.0%	100.0%	0.0%	5.4
12		5710 SAWYER	13.2%	5.8%	59.2%	22.8%	17.5%	5.5
3		5150 OGDEN	12.9%	10.5%	55.5%	28.2%	7.5%	6.9
18		2150 BARNARD	11.3%	0.4%	22.8%	74.5%	1.7%	5.4
1		1580 TAFT	10.9%	0.5%	52.7%	25.6%	5.3%	10.1
20		3580 GRISSOM	10.4%	0.0%	45.5%	43.4%	11.1%	6.0
18		8030 WACKER	8.5%	0.0%	0.0%	100.0%	0.0%	5.9
1		5020 MURPHY	8.3%	3.5%	49.3%	11.7%	30.1%	5.4
12		5310 PASTEUR	7.9%	1.3%	55.0%	23.2%	5.8%	5.8
4		3020 DEVER	7.8%	7.4%	55.9%	25.0%	17.7%	5.5
15		7170 LEE	7.7%	0.0%	55.0%	35.5%	7.4%	5.4
12		3580 GRIMES	6.6%	0.0%	60.0%	30.9%	7.3%	5.7
1		5250 PALMER	6.3%	1.2%	54.0%	2.3%	31.4%	5.8
1		2950 DIRKSEN	6.0%	4.7%	49.3%	25.8%	15.2%	5.5
1		2520 CAVITY	5.8%	1.1%	54.3%	28.3%	6.5%	5.3
12		3080 DORE	5.7%	0.0%	59.3%	23.4%	4.1%	5.7
15		2551 ROSENWALD	5.7%	0.0%	51.2%	40.3%	8.5%	N/A
1		5490 PORTAGE PARK	5.5%	4.6%	58.3%	25.8%	11.5%	5.5
12		3581 FLEMING BR	5.2%	0.7%	51.4%	37.8%	8.8%	6.0
4		3520 GRAY	4.5%	8.2%	57.9%	17.1%	20.8%	5.4
1		2240 BEAUBIEN	4.5%	9.2%	50.5%	21.2%	23.2%	5.5
1		5980 SOLOMON	4.1%	4.5%	40.8%	27.1%	6.0%	5.7
1		5200 ORIOLE PARK	3.7%	10.3%	50.0%	30.9%	14.9%	4.6
15		4120 HARLEY PARK	3.1%	0.3%	53.2%	24.2%	10.0%	5.5
18		2720 CASSELL	2.7%	0.0%	53.8%	29.1%	2.1%	5.7
1		3150 EBINGER	2.0%	14.0%	51.4%	15.7%	29.7%	5.4
1		4010 HITCH	1.5%	1.0%	66.0%	25.7%	4.3%	5.9
18		2820 OLISSOLD	1.5%	0.0%	52.1%	35.9%	0.5%	7.0
1		6470 WILDMOOD	1.5%	12.0%	57.3%	15.9%	17.1%	5.8
15		2550 CARROLL	1.3%	0.0%	53.4%	29.3%	5.8%	6.0
18		5120 SUTHERLAND	1.1%	0.0%	55.9%	44.1%	0.0%	7.3
1		5190 ONAHAN	1.1%	12.1%	65.5%	20.9%	3.9%	5.2
1		5590 SAUGANASH	0.8%	7.1%	47.4%	15.2%	29.1%	6.0
18		4240 KELLOGG	0.5%	0.0%	54.0%	43.7%	1.3%	7.0

*Branch schools may be served by programs located at the main building.

TABLE 14: SCHOOLS WITH NO GOVERNMENT FUNDED POSITIONS,
RANKED BY LEVEL OF LIMITED ENGLISH PROFICIENT STUDENTS

DISTRICT	UNIT	SCHOOL	LOW LIMITED		RACIAL COMPOSITION			READING SCORE
			INCOME	ENGLISH	WHITE	BLACK	HISPANIC	
8	3901	HEDGES BR*	28.8%	34.5%	24.5%	0.0%	75.5%	5.3
12	3451	FULTON BR*	44.7%	33.8%	2.0%	40.7%	57.3%	1.9
10	4721	MCCORMICK BR*	35.0%	21.1%	3.2%	0.0%	96.8%	5.2
1	3150	EBINGER	2.0%	14.0%	51.4%	15.7%	29.7%	5.4
1	5190	ONAHAN	1.1%	12.1%	55.5%	20.9%	3.9%	5.2
1	5470	WILDMOOD	1.5%	12.0%	57.3%	15.9%	17.1%	5.8
3	5150	OGDEN	12.9%	10.6%	55.6%	28.2%	7.5%	6.9
1	5200	ORTOLE PARK	3.7%	10.3%	50.0%	30.9%	14.9%	4.6
1	2240	BEAUBIEN	4.5%	9.2%	50.6%	21.2%	23.2%	5.6
4	3520	GRAY	4.6%	8.2%	57.9%	17.1%	20.3%	5.4
4	3020	DEVER	7.8%	7.4%	55.9%	25.0%	17.7%	5.5
1	5690	SAUCANASH	0.3%	7.1%	47.4%	15.2%	29.1%	6.0
12	5710	SAVIER	13.2%	6.8%	59.2%	22.8%	17.5%	5.6
14	5920	SHOESITH	32.1%	5.7%	0.8%	95.3%	1.4%	6.4
1	2950	DIRKSEN	5.0%	4.7%	49.3%	25.8%	15.2%	5.5
1	5490	PORTAGE PARK	5.5%	4.6%	58.3%	25.8%	11.5%	5.5
1	5980	SOLOMON	4.1%	4.5%	40.8%	27.1%	5.0%	5.7
6	2501	ANDERSON EVGC	54.0%	4.4%	8.4%	29.5%	62.1%	5.2
19	4081	EARHART BR OF HOYNE	21.1%	4.3%	0.0%	91.4%	8.6%	5.4
3	4420	LASALLE	31.2%	4.1%	35.2%	35.9%	17.4%	6.6
1	5020	MURPHY	8.3%	3.5%	49.3%	11.7%	30.1%	5.4
11	5331	DEARBORN PARK BR*	22.9%	3.3%	31.3%	50.0%	5.3%	N/A
15	4750	MCKAY	21.9%	1.7%	25.5%	53.1%	19.8%	5.5
12	5310	PASTEUR	7.9%	1.3%	66.0%	28.2%	5.8%	5.8
14	4250	WIRTH EXPR	25.9%	1.3%	0.8%	98.4%	0.5%	7.2
1	5250	PAJMER	5.3%	1.2%	54.0%	2.3%	31.4%	5.8
1	2520	CANNY	5.8%	1.1%	54.3%	28.3%	5.5%	5.3
18	5402	WHITE BR*	32.9%	1.1%	0.0%	98.0%	2.0%	6.0
11	1110	RICHARDS VOC	49.7%	1.0%	6.5%	51.9%	40.8%	7.8
1	4010	HITCH	1.5%	1.0%	66.0%	25.7%	4.3%	5.9
18	3110	TURNER/DREW	37.5%	1.0%	29.3%	68.8%	1.9%	6.5
19	4080	HOYNE	25.8%	1.0%	0.0%	100.0%	0.0%	5.4
4	5720	SAYRE	35.1%	0.9%	45.0%	40.8%	10.5%	6.2
2	2990	DECATUR	24.2%	0.8%	45.0%	22.4%	5.9%	7.6
19	7851	BLACK MAG BR	43.5%	0.7%	22.2%	64.6%	12.5%	4.8
12	3581	FLEMING BR	5.2%	0.7%	51.4%	37.8%	8.8%	6.0
1	1580	TAFT	10.9%	0.5%	62.7%	26.6%	5.3%	10.1
20	5450	POE CLASSICAL	38.9%	0.5%	17.0%	83.0%	0.0%	8.0
15	1450	LINDBLOM	46.8%	0.5%	0.0%	99.2%	0.0%	12.3
4	1070	PROSSER VOC	41.8%	0.4%	32.1%	32.2%	34.5%	9.6
18	2150	BARNARD	11.3%	0.4%	22.8%	74.5%	1.7%	5.4
11	1060	JONES METRO	49.5%	0.3%	7.0%	72.0%	20.5%	8.8
3	5080	NEWBERRY	37.3%	0.3%	35.6%	43.2%	14.2%	6.0
15	4120	HARLEY PARK	3.1%	0.3%	63.2%	24.2%	10.0%	5.5
14	5030	MURRAY	43.0%	0.3%	16.7%	80.1%	2.0%	6.2
19	6350	WARREN	29.8%	0.3%	0.0%	99.1%	0.9%	5.3
17	2830	COLES	40.8%	0.2%	0.1%	95.6%	4.3%	5.5
20	3570	GOMPERS	41.2%	0.2%	0.3%	99.7%	0.0%	5.4
17	4510	MANN	38.4%	0.2%	0.0%	100.0%	0.0%	5.3
1	2220	EDISON	28.4%	0.0%	44.4%	26.9%	15.0%	7.6

TABLE 14: SCHOOLS WITH NO GOVERNMENT FUNDED POSITIONS,
RANKED BY LEVEL OF LIMITED ENGLISH PROFICIENT STUDENTS

DISTRICT	UNIT	SCHOOL	LOW LIMITED		RACIAL COMPOSITION			READING SCORE
			INCOME	ENGLISH	WHITE	BLACK	HISPANIC	
11	1800	METRO MAG	51.1%	0.0%	12.2%	75.0%	11.5%	9.6
20	3580	GRISCOM	10.4%	0.0%	45.5%	43.4%	11.1%	6.0
7	4281	CLARK BR OF KEY*	29.5%	0.0%	54.7%	34.7%	10.0%	6.0
19	7860	BLACK MAG	43.5%	0.0%	23.1%	66.7%	9.0%	6.9
15	2551	ROSEWALD	5.7%	0.0%	51.2%	40.3%	8.5%	N/A
18	4950	KELLER	25.1%	0.0%	35.7%	53.0%	7.8%	8.0
15	7170	LEE	7.7%	0.0%	55.0%	35.5%	7.4%	5.4
12	3580	GRIMES	6.5%	0.0%	60.0%	30.9%	7.3%	5.7
15	2550	CARROLL	1.3%	0.0%	53.4%	29.3%	5.8%	6.0
12	3080	DORE	5.7%	0.0%	59.3%	23.4%	4.1%	5.7
13	6550	BEASLEY	59.0%	0.0%	17.8%	79.1%	2.2%	5.7
18	2720	CASSELL	2.7%	0.0%	58.8%	29.1%	2.1%	5.7
18	4240	KELLOGG	0.5%	0.0%	54.0%	43.7%	1.3%	7.0
19	2480	BURNHAM	39.1%	0.0%	0.0%	99.1%	0.9%	5.9
19	2482	GOLDSMITH BR OF BURN	34.9%	0.0%	0.0%	99.3%	0.7%	5.4
17	4750	MCDADE	42.0%	0.0%	15.3%	81.3%	0.5%	7.3
17	2581	MCDOWELL BR*	40.5%	0.0%	0.0%	99.5%	0.5%	5.1
18	2820	O'ISSOLD	1.5%	0.0%	52.1%	35.9%	0.5%	7.0
12	5891	SHERMAN BR*	82.3%	0.0%	0.0%	99.5%	0.4%	5.3
18	5250	VANDERPOEL	20.7%	0.0%	25.4%	72.3%	0.3%	6.1
20	3470	OWENS	41.2%	0.0%	12.0%	87.8%	0.2%	4.1
16	1150	SIMMON VOC	55.2%	0.0%	0.0%	100.0%	0.0%	8.2
18	5040	NAUSEN	19.3%	0.0%	0.0%	100.0%	0.0%	5.4
20	4100	CULLEN	21.8%	0.0%	0.0%	100.0%	0.0%	5.2
5	5801	MORTON EVGC*	55.2%	0.0%	0.0%	100.0%	0.0%	4.5
18	5120	SUTHERLAND	1.1%	0.0%	55.9%	44.1%	0.0%	7.3
7	1040	FLOWER VOC	70.4%	0.0%	0.0%	100.0%	0.0%	7.5
17	5440	PIRIE	27.1%	0.0%	0.0%	100.0%	0.0%	5.0
17	2432	BRYN MAWR*	50.4%	0.0%	0.0%	100.0%	0.0%	5.7
14	5131	ROBINSON BR*	74.5%	0.0%	0.0%	100.0%	0.0%	4.2
15	5541	RASTER BR*	72.7%	0.0%	0.5%	99.4%	0.0%	3.0
17	3040	DIXON	23.5%	0.0%	0.0%	100.0%	0.0%	5.7
18	4980	MT. VERNON	22.8%	0.0%	0.0%	100.0%	0.0%	5.4
18	4350	KIPLING	25.7%	0.0%	0.0%	100.0%	0.0%	5.5
18	8030	WACKER	8.5%	0.0%	0.0%	100.0%	0.0%	5.9
20	5050	DUNNE	28.2%	0.0%	0.0%	100.0%	0.0%	5.5
18	3400	FORT DEARBORN	43.0%	0.0%	0.0%	100.0%	0.0%	5.3
19	3530	GILLESPIE	35.9%	0.0%	0.0%	100.0%	0.0%	5.4
19	5950	SCHMID	38.3%	0.0%	0.0%	100.0%	0.0%	5.5
7	3221	ELLINGTON BR*	81.6%	0.0%	0.0%	100.0%	0.0%	1.8
18	2280	BENNETT	25.4%	0.0%	0.0%	100.0%	0.0%	5.6

*Branch schools may be served by programs located at the main building.